

**STATE BOARD OF REGENTS MEETING
UTAH STATE UNIVERSITY, LOGAN, UTAH
ALUMNI HOUSE & TAGGART STUDENT CENTER (TSC)
FRIDAY, SEPTEMBER 26, 2014**

AGENDA

8:00 – 9:20 AM **BREAKFAST MEETING – STATE BOARD OF REGENTS, UTAH STATE UNIVERSITY
BOARD OF TRUSTEES, PRESIDENT ALBRECHT, COMMISSIONER BUHLER**
Location: Alumni House

9:30 – 10:30 AM **INFORMAL DISCUSSION (Presidents & Regents)**
Location: Alumni House

10:10 – 10:40 AM **CONTINENTAL BREAKFAST**
Location: TSC Ballroom East (2ND Floor)

10:40 – 12:00 AM **MEETINGS OF BOARD COMMITTEES**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Regent Robert W. Prince, Chair

Location: TSC Center Colony (2ND Floor)

ACTION:

- | | |
|--|-------|
| 1. Utah State University – Bachelor of Arts in Music | TAB A |
| 2. Utah State University – Bachelor of Science Degree in Business Education | TAB B |
| 3. Southern Utah University – Bachelor of Science in Exercise Science and Discontinuation of Bachelor of Science in Physical Education with Emphasis in Exercise Science | TAB C |
| 4. Southern Utah University – Masters of Music Education | TAB D |
| 5. Dixie State University – Bachelor of Science in Chemistry | TAB E |
| 6. Feasibility Study for Walk-in Centers and Services for Veterans | TAB F |

CONSENT:

Please see the General Consent Calendar at Tab V.

INFORMATION:

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| 1. USHE – Concurrent Enrollment (CE) Update: Enrollment Summary, Technology-Intensive Concurrent Enrollment (TICE) Update, Snow College Concurrent Education Program (CEP) Initial Report | TAB G |
| 2. Utah Scholars Initiative Annual Report | TAB H |
| 3. StepUp to Higher Education Update and College Guide | TAB I |
| 4. USHE College Application Portal Feasibility Study (Gates Grant) | TAB J |
| 5. College Opportunity Agenda | TAB K |

FINANCE/FACILITIES COMMITTEE

Regent Robert S. Marquardt, Chair

Location: TSC Senate Chambers, Room 336 (3RD Floor)

ACTION:

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| 1. Utah State University – Campus Master Plan Progress Report | TAB L |
| 2. Utah Valley University – Request for approval to create the position of General Counsel | TAB M |

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| 3. Revision of Policy R501, Budgeting Definitions and Guidelines | TAB N |
| 4. Revision of Policy R506, Inventory of Budget Related and Self Supporting Courses | TAB O |
| 5. Weber State University – Property Acquisitions | TAB P |
| 6. Weber State University – Stewart Library Infrastructure Systems Renovation | TAB Q |
| 7. University of Utah – Red Butte Gardens Water Conservation Garden Project | TAB R |

CONSENT:

Please see the General Consent Calendar at Tab V.

INFORMATION:

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| 1. University of Utah – Non-state Funded Ski Team Facility | TAB S |
| 2. Annual Report on Foreign Gifts and/or Donations | TAB T |

12:00 – 12:30 PM **REGENT PHOTOGRAPHS**
Location: TSC West Ballroom (2NDFloor)

12:00 – 12:45 PM **LUNCH**
Location: TSC East Ballroom (2NDFloor)

12:45 – 1:15 PM **STATE OF THE UNIVERSITY – PRESIDENT ALBRECHT**
Location: TSC West Ballroom (2NDFloor)

1:15 – 4:00 PM **COMMITTEE OF THE WHOLE**
Location: TSC West Ballroom (2NDFloor)

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| 1. Fiscal Year 2016 USHE Budget Request | TAB U |
| 2. General Consent Calendar | TAB V |
| 3. Reports of Board Committees | |
| 4. Resolution of Appreciation | |

2:30 – 2:45 PM *BREAK*

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| 5. USHE – Institutional Non-state-funded Projects and Land Bank Requests for 2015-16 | TAB W |
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4:00 – 5:00 PM **EXECUTIVE SESSION (Closed Meeting – State Board of Regents)**
Location: TSC Center Colony (2NDFloor)

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.

September 17, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Bachelor of Arts in Music

Issue

Utah State University (USU) requests approval to offer a Bachelor of Arts (BA) in Music. The institutional Board of Trustees approved the degree on June 27, 2014.

Background

The proposed BA in Music features six emphases: General Music, Performance (voice and instrumental), Music Business, Production, Arranging/Composition, and Jazz Studies. Current USU music students, as well as prospective students, have expressed a desire for courses and degrees in the areas of business, commercial music, and contemporary styles. With employment opportunities for musicians, singers, producers, directors, music directors, composers, and broadcast and sound engineers expected to grow at an annual rate of 10% from 2010-2020, the proposed BA in Music will complement USU's traditional music degrees to provide students with additional options that are supported by market demands.

The proposed BA in Music focuses on commercial music and business aspects of music and entertainment. The degree includes core courses in basic musicianship, with the six emphases and electives within those emphases providing flexibility for the BA to be tailored to different student interests and needs. The proposed degree will utilize existing personnel, facilities, equipment, library and information resources, courses, and funding. Depending on the emphasis, courses from other areas such as the USU Department of Theatre Arts and Huntsman School of Business may be incorporated into the curriculum.

The degree has been conceived as a program with a flexible curriculum that is current and relevant for students who aspire to careers in many sectors of the arts, music, and entertainment industries. It is a model that USU believes may be of benefit to other institutions in the future.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah State University and the Board of Regents. The USHE Chief Academic Officers, with input from music departments at their institutions, are supportive of USU's request to offer a BA in Music. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah State University to offer a Bachelor of Arts in Music.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Utah State University
Bachelor of Arts in Music**

Section I: The Request

Utah State University requests approval to offer a Bachelor of Arts in Music. The institutional Board of Trustees approved the degree on June 27, 2014.

Section II: Program Description

Complete Program Description

The Bachelor of Arts in Music – with emphases in General Music, Performance (voice and instrumental), Music Business, Production, Arranging/Composition, and Jazz Studies – is intended for musically-talented students who wish to pursue careers in the music, entertainment, and production sector, or use the degree as a foundation to pursue advanced degrees in music or other disciplines.

The foci of the degree will be commercial music and the business side of the music and entertainment industries. Courses include basic musicianship (music theory, aural skills, music history, keyboard skills) and highly-specialized courses that include commercial music theory, song writing, music business, and improvisation. Each of the emphases includes courses tailored to meet the needs of students in that emphasis. The number of electives in each emphasis provides the flexibility needed to offer highly-specialized programs within the structure of the BA.

Purpose of Degree

The BA in Music degree provides an excellent liberal arts experience, meets the needs of students and the music/entertainment industry, and matches the goals of the University, College, and Department. The degree will help prepare students for careers in a wide range of the music and entertainment sector by providing a broad foundational education combined with very practical “real world” experiences. With the Bachelor of Arts, through a combination of carefully-selected electives and required undergraduate discipline-specific courses, graduates of the program can pursue advanced degrees in a variety of disciplines that include business, law, electrical and acoustical engineering, marketing, social sciences, philosophy, journalism, and medicine. Students will acquire the knowledge and skill sets to be highly successful in traditional music or entertainment settings, as well as in the rock, country, pop, video, television, recording, producing, songwriting/publishing, and commercial business fields.

Institutional Readiness

USU’s Music Department has a long history of academic and artistic excellence. The Department has a proven record of providing excellent degree offerings, artistic performing ensembles, dedicated faculty, academic/artistic student accomplishments, and leadership in music education in the state.

Facilities are adequate to support the proposed program. The Caine/Russell Performance Hall is considered one of the great small concert halls in the nation. The Kent Concert hall is one of the largest halls in the region. Classrooms and rehearsal spaces are well cared for, heavily scheduled, and are functional. Faculty studio offices are well equipped. There is a good recording studio available in the local area. The Performance Hall and Kent Concert Hall can be used for larger ensemble recording projects or video productions. The music computer lab has 19 computers equipped with electronic MIDI keyboards, as

well as an instructor station. The lab is updated every third year with the latest computers and software used in the music industry (Finale, Pro-Tools, Logic). There are practice rooms and good equipment throughout the Department. USU became an "All-Steinway School" in 2012.

The greatest strength of the music programs at USU is the music faculty. USU's faculty are highly motivated, dedicated, and focused on delivering the highest quality education possible. Faculty are accomplished professors who remain at the top of their respective fields through study, performance, and professional engagement.

Departmental Faculty

Department Faculty Category	Dept. Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dept. Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	11		11
Full-time Non-Tenured	6		6
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured	4		4
Full-time Non-Tenured	6		6
Part-time Tenured			
Part-time Non-Tenured	12		12
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	7		7
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	15		15
Full-time Non-Tenured	12		12
Part-time Tenured			
Part-time Non-Tenured	19		19
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	23.3		23.3

Faculty workloads will be adjusted to allow for the addition of new courses within the degree. This can be done within the current full-time and part-time faculty without significant impact on existing degrees. Faculty with the required education, experience, and background are already involved with other programs within the Department. Additional part-time faculty will be hired using Private Lesson Fee funding as the program reaches 35-40 students.

As more students enter the proposed program, it is anticipated that fewer students will be admitted to the current Bachelor of Music programs.

Staff

The Music Department has two professional staff members who help administer the many complex aspects of the Department. Both staff members are highly qualified, dedicated, and motivated.

Additionally, the Music Department is supported by the Dean's office in the following areas:

- Development and Fundraising – there are two people in the Dean's office who help with fundraising/development projects.
- Budget/finance – there are four people in the Dean's office who help with budget/finance processes.
- The Caine College of the Arts Production Service unit provides technical support (lights, sound, staging), marketing/publicity, production assistants, and tour management/support.

This central service model provides a very effective, highly-professional support system for activities in the Department.

Library and Information Resources

Music resources at Utah State University are currently held as part of the central Merrill-Cazier Library. The general music collection includes 10,598 titles in 12,409 volumes. Of these, 3,233 are scores. The music reference section contains 513 volumes. These collections compliment the Library's e-book holdings that have modest music content from the ACLS Humanities E-Book collection and Ebrary. The Library owns almost 6,000-recorded items in a variety of formats, primarily compact disc. Beginning in 2010, the Library moved from purchasing CDs to using those funds to acquire access to the Naxos Music Library, although compact discs are still purchased on demand for students and faculty. The Library maintains access to over 250 electronic databases, including Oxford Music Online and RILM, though basic music resources in the area are incomplete, lacking access to the International Index of Music Periodicals (IIMP) and Music Index. Journal and periodical holdings for music are modest (1,330 back file volumes) comprised of 25 print subscriptions, which are augmented by subscriptions to electronic resources such as JSTOR and ProjectMUSE, giving the Library an adequate back file in music. This reflects the Library's policy of preferring electronic journals to print journals. No additional library resources will be required to support this program.

The Library collects materials across all areas of music through both an approval profile with Yankee Book Peddler, as well as a dedicated fund for firm order purchases.

The Merrill-Cazier Library provides extensive service hours during the day and is accessible throughout the year (except designated University closings). The Library administers a central integrated catalogue, as well as access to over 250 bibliographic, text, and reference databases. These include standard multidisciplinary databases such as Academic Search Premier, JSTOR, the Web of Science, SCOPUS,

and Dissertation Abstracts. The Library also licenses subject-specific databases dedicated to research in music, including Oxford Music Online, RILM, and the NAXOS Music Library. The library is a member of several consortia, including the Utah Academic Library Consortium (UALC), comprised of 24 academic libraries throughout Utah and Nevada; the Greater Western Library Alliance (GWLA), a group of 33 major, western, research libraries; and the Center for Research Libraries. The Library is also a charter partner in the HathiTrust. The Resource Sharing and Document Delivery (RSDD) office can borrow virtually any material not held at USU from other libraries via interlibrary loan. Users can request journal articles through an online form and have .pdf copies delivered directly to their desktops. The turnaround time for journal articles averages 3 days and books 4 days. The music subject librarian is available to provide classroom instruction and one-on-one consultation with students and faculty in the Music Department.

The Merrill-Cazier Library opened in 2005 and is a state-of-the-art facility with over 305,000 square feet of usable space and seating capacity for over 2,000 people. The building incorporates current technology including ubiquitous wireless computing; an onsite automated storage facility with a capacity of over 1.5 million volumes; an information commons, with 150 computer workstations; and more than 30 group study rooms with computing and projection equipment. In terms of music resources, CDs, scores, and books are all located in a centralized area, with DVDs being held in the multimedia area on a different floor, close to viewing stations. The refocus of audio holdings toward streaming services (NAXOS Music Library) makes the vast majority of our audio material available anywhere there is Internet on campus and beyond.

In addition to books, the Library allocates \$1,200 a year for the purchase of 10 seats for the Naxos Music Library service. Online music databases are budgeted at \$5,500 and include access to Oxford Music Online and RILM. The total library periodical budget for the 2013 fiscal year was in excess of \$3.2 million, including access fees for electronic journal packages from Sage, Wiley, Elsevier, Springer, and Taylor and Francis. The annual music periodicals budget allocation is \$2,000.

Admission Requirements

Music majors must meet all university admissions requirements. In addition, to apply and be accepted as a music major in the Bachelor of Arts in Music, students must do the following:

- Apply to the Music Department at the time of admission to the University
- Pass a challenging playing or singing audition that indicates a college-entry level of performance skills

Students may enter the program as "Undeclared-Music" as their major until they have passed the following with a C- or better grade:

- MUSC 1105 Music Fundamentals
- MUSC 1110 Music Theory I
- A performance jury at the end of their second semester

Auditions are held in February for admission for fall semester. Special arrangements will be made for students to audition for matriculation in the spring semester.

Student Advisement

No additional advising resources will be required to support this program. The Caine College of the Arts has two full-time advisors. The Music Department has a staff member who advises students about the particulars of each music degree while guiding them through the processes of declaring a major, selecting the appropriate classes, transfer articulation (if appropriate), and graduation clearance.

Each student has a faculty advisor who works with the student to determine and monitor specific requirements in the classroom, private instruction, and performing ensembles.

Justification for Graduation Standards and Number of Credits

The BA in Music degree is structured to be within the acceptable range of the National Association of Schools of Music (NASM) standards of 120 semester hour credits:

- General Studies/General Studies electives 55-70%
- Musicianship 20-25%
- Performance and Music electives 10-20%

Studies in musicianship, performance, and music electives normally total between 30% and 45% of the total curriculum (NASM Handbook 2012-13, page 95-98 and Appendix I.E page 177-183).

The BA in Music:

- General Studies; Foreign Language; and electives 57%
- Musicianship 24%
- Performance and music electives 19%

External Review and Accreditation

Since Utah State University is an accredited member of the National Association of Schools of Music (NASM), all music degree programs, including the BA, are subject to NASM review and accreditation.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X			10	10	10
Total # of Declared Majors in Proposed Program	X	20	30	40	40	40
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	23.3	23.3	23.3	23.3	23.3	23.3
Total Department Student FTE (Based on Fall Third Week)	472	492	502	502	502	502
Student FTE per Faculty FTE (ratio of	20.3:1	21.1:1	21.5:1	21.5:1	21.5:1	21.5:1

Total Department Faculty FTE and Total Department Student FTE above)						
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: NASM Does not require a specific FTE/Faculty FTE ratio						

Expansion of Existing Program

The Bachelor of Arts in Music is a new degree program and not an expansion of an existing program.

Section III: Need

Program Need

The BA in Music degree meets student needs, music/entertainment industry needs, and matches the goals of the University, College, and Department. The degree will help prepare students for careers in a wide range of music and entertainment positions, or advanced studies, by providing a broad foundational education combined with very practical “real world” experience opportunities. Students will be given the knowledge and skill sets to be highly successful in music/entertainment settings, including rock, country, pop, video, television, recording, producing, songwriting/publishing, and commercial music business. The combination of the BA with other disciplines as minors or double-majors offers students many options upon graduation, including advanced study in law, medicine, business, or other fields.

Each of the BA emphases serves a specific purpose and need:

- **General Music** – a highly-flexible degree path that is broad in focus and allows students to select from various “menus” to develop a program that is suited to their individual education goals. Students who earn this degree often go directly into the workforce or go on to graduate degrees in music, law, business, or other disciplines.
- **Performance** (voice and instrumental) – trains students in performance practices/techniques in popular and commercial music idioms (pop, country, rock, jazz, commercial music). The education and training is different from that of the Bachelor of Music degree which focuses on the music idioms of orchestras, opera and traditional musical forms and styles. The focus of the BA performance emphasis is on contemporary commercial music.
- **Music Business** – gives students a foundation in both music and business that can lead to graduate degrees in business or law or to employment in the business side of the music industry. In addition to music classes, students are introduced to marketing, management, accounting, and general business practices that are valuable for students interested in setting up a freelance performance or independent private teaching business.
- **Production** – provides students with foundational knowledge and skills required in the performance support processes: sound, lighting, staging, show design, and show management. Students will have

opportunities to work as assistant producers both on and off campus helping behind-the-scenes with major productions ranging from operas to rock shows.

- **Arranging/Composition** – provides students with the basic knowledge and skills to prepare musical arrangements for various commercial ensembles including rock and country bands, show groups, and pop ensembles. The degree will introduce students to compositional and arranging techniques for electronic media (TV and radio), gaming, movies and video productions. The legal issues of copyright will be presented in depth along with other legal issues important to arrangers/composers pertaining to the contemporary commercial music business.
- **Jazz Studies** – provides students with a basic understanding of performance practice in the jazz idioms. The curriculum is a balance between performing and improvisation in various jazz styles and understanding compositional aspects of jazz, with an emphasis on the rhythm section (piano, drums, bass) fundamental to the art of most jazz performance.

Labor Market Demand

According to the most recent data from the U.S. Department of Labor's Bureau of Labor Statistics, <http://www.bls.gov/ooh/entertainment-and-sports>:

General Music

- Job opportunities for people with training in all aspects of the entertainment disciplines are projected to be good to excellent, both domestically and in the international markets. The entertainment industry shows no signs of slowing its expansion or being limited even in difficult economic times as evidenced by the strong growth rate and profit/earnings during the past 5 years.

Performance and Jazz Studies

- The number of people attending musical performances, such as orchestra, opera, and rock concerts, is expected to increase from 2010 to 2020. As a result, more musicians and singers will be needed to play at these performances.
- With traditional venues in challenging financial positions, such as symphony orchestras or opera companies, the successful 21st century musician will be not only a consummate performer, composer, or teacher, but also an entrepreneur.
- Employment of musicians and singers is expected to grow by 10 percent from 2010 to 2020, about as fast as the average for all occupations. Expected growth will be due to increases in demand for musical performances.
- There will be additional demand for musicians to serve as session musicians and backup artists for recordings and to go on tour. Singers will be needed to sing backup and to make recordings for commercials, films, and television.

Music Business and Production

- Employment of producers and directors is projected to grow 11 percent from 2010 to 2020, about as fast as the average for all occupations. Job growth in the motion picture and video industry will stem from strong demand from the public for more movies and television shows. <http://www.bls.gov/ooh/entertainment-and-sports/producers-and-directors.htm>
- Employment of broadcast and sound engineering technicians is expected to grow 10 percent from 2010 to 2020, about as fast as the average for all occupations. Growth is expected as businesses, schools, and radio and television stations demand new equipment to improve their audio and video

capabilities. <http://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm>

- The entertainment industry will continue to have a steady and solid growth pattern, but with changes in product delivery systems brought on by expanded use of the Internet and new electronics that impact everything from lighting systems for shows to systems for selling tickets. The entertainment industry is changing rapidly. Included in these significant growth areas are movie/video, gaming, live show production (touring), and electronic media streaming.

Arranging/Composition

- Employment of music directors and composers is expected to grow by 10 percent from 2010 to 2020, about as fast as the average for all occupations. Increases in demand for musical performances are expected to lead to employment growth. However, strong competition for jobs is anticipated because of the large number of people who are interested in this field. <http://www.bls.gov/ooh/entertainment-and-sports/music-directors-and-composers.htm>.

The proposed Bachelor of Arts in Music is specifically structured to help give students the education and experience necessary to take advantage of the expanding music and entertainment markets or continue with their formal education at the Master's degree level.

Student Demand

In an informal survey taken in October 2013 of approximately 90 current USU music students, approximately ¼ of them indicated they would change majors to the BA because it offers education and training in areas that most closely match their career goals. Although many of the courses are currently offered, the degree requirements for the Bachelor of Music degree do not allow for students to add these additional courses without lengthening their time to graduation.

In the past four months, two out of every three high school students inquiring about music programs at USU have specifically asked about "commercial" programs. These students indicated they would be interested in coming to USU if they could be in programs that gave them a broader set of options within the music world. There were 41 students who contacted the Music Department directly about these programs during this time period.

These students indicated they would be interested in coming to USU if they could be in programs that gave them a broader set of options in the music world.

Similar Programs

Although it is typical for US institutions to offer the Bachelor of Arts in Music, a BA in Music with the proposed emphases is unique in the State of Utah. There are no other programs offered in the USHE with the same structure, content and flexibility.

These Utah institutions offer the Bachelor of Arts or Arts/Science in Music:

- Utah Valley University offers the Bachelor of Arts/Science in Music.
- Dixie State University offers the Bachelor of Arts/Science in Music.
- Weber State University offers the Bachelor of Arts in Music.
- Southern Utah University offers the Bachelor of Arts in Music – Performance Emphasis.
- The University of Utah offers the Bachelor of Arts in Music.

- Brigham Young University offers the BA in Music through the Music History area.

These Utah institutions offer the Bachelor of Music in Commercial Music:

- Snow College
- Utah Valley University

A majority of music departments or schools of music in the nation offer a Bachelor of Arts in Music degree. The BA in Music at USU will include emphases that focus on contemporary 20th- and 21st-century music theory and performance practice. Due to the number of electives and flexibility within the BA, emphases can be tailored to the needs of the student and be structured more quickly to market changes than is possible with the traditional Bachelor of Music degree.

Collaboration with and Impact on Other USHE Institutions

The BA in Music program will help provide many opportunities to collaborate with other state universities and colleges. These collaborations include joint performances, sharing guest faculty and visiting artists/professionals, and workshops/seminars.

The new BA in Music program will have a minimal impact on other campuses for these reasons:

- The BA program, when fully implemented, will be capped at 35-40 students.
- The BA in Music is unique because of the areas of emphasis within the liberal arts framework.
- Initially, some students who are in one of the currently-offered BM programs will switch to an emphasis in the proposed BA in Music.

Benefits

USU and the Utah System of Higher Education will benefit by offering the Bachelor of Arts in Music (with emphases) because it represents a new and flexible curriculum that may be a model for other institutions to follow. The new degree is intended to reflect the care and concern of professional educators in providing current, relevant, real-world programs to talented, motivated students. Students receive a broad, solid liberal arts education combined with a focused area of interest that will help them develop a career not only in the arts, but in many other sectors of the music and entertainment industry.

This degree will help with the Governor's goal of increasing the percentage of Utah residents who have higher education degrees by offering students more degree options that directly relate to the current, contemporary music world.

Consistency with Institutional Mission

Utah State University's Mission Statement

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.

The new BA in Music degree directly reflects the University mission and goals by:

- Offering a program that is current and directed at the needs of students;
- Providing learning, discovery, and engagement opportunities directly relating to the students talents, skills and career objective;

- Attracting outstanding students in an environment that is highly competitive, demanding and engaging (the degree will help retain good students and be a major factor in them completing their college education);
- Encouraging interdisciplinary opportunities (courses from the Huntsman School of Business and the Department of Theatre Arts) both on and off campus and attracting a wider range of talented students who are interested in non-traditional courses of study;
- Offering faculty new challenges and opportunities to use their talents and skills in areas for which they are highly qualified but the traditional degrees have not required them to use some of their abilities;
- Encouraging the formation of new partnerships with a broad spectrum of the music industry including the recording industry, national touring companies, media production companies and other important areas of the entertainment industry.
- Requiring the performance and study of a wider and broader mix of musical styles and performance practice, in addition to providing a context for exploring the social and economic impact of music and the music industry;
- Supporting the regional campuses with performance tours, on-line courses, and special programs.

The University's mission and 10 major goals may be found at <http://www.usu.edu/president/missionstatement/>.

The Caine College of the Arts mission statement and goals may be found at <http://cca.usu.edu/about/mission.cfm>.

The Music Department Mission and goals may be found at <http://music.usu.edu/assessment/mission.cfm>.

Section IV: Program and Student Assessment

Program Assessment

Degree program goals are in keeping with the national standards of the National Association of Schools of Music (NASM) for liberal arts degrees in music (NASM Handbook 2012-13, page 95-98).

- The degree focus is breadth of general studies combined with studies in musicianship and an area of emphasis within the music disciplines.
- Curricular structure and content will enable students to develop a range of knowledge, skills and competencies expected of those holding a liberal arts degree in music.
- Musicianship
 - The ability to hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre and texture
 - A understanding of and the ability to read and realize musical notation
 - An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces
 - An acquaintance with the wide selection of musical literature, the principal eras, genres, and cultural sources
 - The ability to develop and defend musical judgments
 - Ability in performing areas at levels consistent with the goals and objectives of the specific liberal arts degree program followed
 - Understanding of procedures for realizing a variety of musical styles

- Knowledge and/or skills in one or more areas of music beyond basic musicianship appropriate to the individual's needs and interests, and consistent with the purposes of the specific liberal arts degree program being followed

Assessment of these goals will be accomplished by using the following methods:

- Auditions to enter the degree program
- Performance juries at the end of each year of study where private studio instruction is required
- Testing (including quizzes) and evaluations done in academic courses that include extensive writing and making critical evaluations
- Classroom work and participation will be evaluated by the teacher/instructor on a daily basis
- Final capstone projects, recitals and concerts by students will be evaluated by at least three faculty
- Performance in ensembles will include recording the performances and then doing an evaluation with the students to determine the quality and level of performance.
- The IDEA student evaluation system will be used to help assess teacher/instructor effectiveness from the student's perspective.
- Periodic curriculum evaluations will be done (at least every third year) to determine if the curriculum matches the goals of the program and to determine if changes need to be made to the overall program.

Expected Standards of Performance

Students completing the Bachelor of Arts in Music will have the education, background, knowledge and, experience to be successful in a wide variety of academic and commercial pursuits or careers. Within the scope of a liberal arts degree, students in the various emphases will have a firm grounding in general education and elective courses that will enhance their abilities to be productive citizens. Each of the emphases will give students the basic theoretical and practical knowledge that will lead them to further study or work in the music, entertainment, business, and other disciplines.

Performance standards were developed based on the standards specified by NASM and by music faculty who will teach in each of the emphases.

All Bachelor of Arts in Music students will have:

- The breadth of general education knowledge supplemented by the 9-10 elective courses and foreign language competency that defines a liberal arts degree
- A foundation in musicianship required by NASM provided in the core of music courses enabling students to develop a range of knowledge, skills and competencies expected of those holding a liberal arts degree
- The background and experience to make critical decisions and express themselves with musical literacy
- An understanding of musical periods and styles, music theory, and analytical skills

Students in all emphases will:

- Have basic abilities to perform standard "classical" styles well enough to pass the Freshmen Jury
- Develop ability through private lessons, individual practice, and group rehearsals to perform at the highest level possible
- Have fundamental knowledge of their instrument or voice type solo and ensemble literature
- Demonstrate the ability to perform a variety of musical styles and cultures with an emphasis on contemporary or popular styles

- Develop basic improvisational skills utilized in performance
- Develop basic compositional skills appropriate for simple songwriting
- Demonstrate knowledge in the history of commercial music
- Develop basic understanding and skills using a variety of computer programs for music notation (Finale) and recording (ProTools)
- Have a rudimentary knowledge of the music industry

Basic skills and competencies will be assessed through the following:

- Performance juries
- Conductor/group leader critique of performances
- Student recitals will be evaluated by at least three faculty
- Special projects, capstone projects, and other written assignments will be evaluated by individual professors and project leaders
- Regular course work will be evaluated by the course professor with tests, class participation, graded assignments, etc.

Program Assessment

Program assessment will include the following:

- National Association of Schools of Music (NASM) accreditation review of the new program that begins as soon as the degree is approved
- NASM periodic accreditation
- Department assessment of the entire program will take place each spring semester to determine the viability of the course work, changes in the music industry, updates in methods and procedures, and overall student learning outcomes.

Section V: Finance

Department Budget

3-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$1,542,230		\$1,542,230		\$1,542,230		\$1,542,230
Benefits	\$690,500		\$690,500		\$690,500		\$690,500
Total Personnel Expense	\$2,232,730		\$2,232,730		\$2,232,730		\$2,232,730
Non-Personnel Expense							
Travel							
Capital							
Library							

Current Expense	\$134,500		\$134,500		\$134,500		\$134,500
Total Non-personnel Expense	\$134,500		\$134,500		\$134,500		\$134,500
Total Expense (Personnel + Current)	\$2,367,230		\$2,367,230		\$2,367,230		\$2,367,230
Departmental Funding							
Appropriated Fund	\$2,346,230		\$2,346,230		\$2,346,230		\$2,346,230
Other: Private Lesson Fees	\$417,577	\$9,280	\$426,857	\$4,640	\$431,497	\$4,640	\$436,137
Special Legislative Appropriation							
Grants and Contracts							
Differential Tuition	\$45,000		\$45,000		\$45,000		\$45,000
Total Revenue	\$2,808,807		\$2,818,087		\$2,822,727	\$	\$2,827,367
Difference							
Revenue – Expense	\$	\$	\$	\$	\$	\$	\$
Departmental Instructional Cost/Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$440.80		\$417.87		\$407.28		\$418.56
* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.							

NOTE: appropriated funds are a mix of several sources, including State General Fund and Education Fund, tuition, and other sources. Revenue is not appropriated to a specific department. Amounts shown are E&G FY Budgets.

Funding Sources

The program will be supported using appropriated E&G funds and the portion of Differential Tuition that was initially allocated to replace the course fees that were eliminated when Differential Tuition was approved, approximately \$45,000 per year and Private Lesson fees.

Private lessons are required for all music majors. The fee is \$464 per semester. The calculation is based on 20 students the first year and adding 10 students each of the two subsequent years to bring the total number of students in the BA in Music to 40. Private Lesson fees are used to help fund faculty who teach private lessons. Funds may also be used for tuning pianos, purchasing musical instruments used by students and purchasing printed music and other materials used for private instruction.

Reallocation

The internal reallocation of resources will be accomplished by first making shifts in faculty workloads so that courses in the new major that have not been previously taught as part of existing majors will be offered at least on a once-every-four-semester rotation. That will allow the use of full- and part-time faculty to teach the courses with minimal impact on existing degrees. Part-time faculty loads can be expanded using Private Lesson fees to include one or two of the new required academic courses.

Impact on Existing Budgets

The impact will be felt most acutely on the private studio instruction faculty who will, at first, add one or two students to each studio. When the program is up to 35-40 students, two or three (depending on specific instrument or voice) more part-time faculty will be needed to teach the one-on-one private lessons required in this and all music degree programs. Funding for these additional faculty will come from Private Lesson fees. It is anticipated that the largest number of students in the new program to be guitarists, keyboardists, drummers, and singers. There will be a few others who play woodwind and brass instruments, so the need will be for studio teachers who play guitar, keyboards, drums and trained/qualified "pop" vocalists. The private lesson fees currently charged to students will provide needed funding for additional part-time faculty to teach in these specialized areas.

Section VI: Program Curriculum

The proposed Bachelor of Arts in Music is comprised of the following:

University General Education courses	34 Credits
Required courses in the Major	36
Foreign Language requirement	12
Electives	14-15
Emphases	<u>23-24</u>
Total	120

All Program Courses

Course Prefix and Number	Title	Credit Hours
Required Courses in the Major		
MUSC 1105	Fundamentals for Music Majors	3
MUSC 1110	Music Theory I	3
MUSC 1120	Music Theory II	3
MUSC 1130	Aural Skills I	1
MUSC 1140	Aural Skills II	1
MUSC 1170	Keyboard Harmony I	1

Course Prefix and Number	Title	Credit Hours
MUSC 1180	Keyboard Harmony II	1
MUSC 1190	World Music	2
MUSC 2115	Commercial Music Theory	3
MUSC 2180	Computer Applications in Music	2
MUSC 2240	Introduction to Music Business	3
MUSC 3020	History of Jazz	3
MUSC 3030	Rock and Roll-Catalyst for Social Change	3
MUSC 3010	Masterpieces of Music	3
MUSC 3880	Song Writing I	2
MUSC 3900	Improvisation I	2
		36
Bachelor of Arts Degree Language Requirement*		12
	Sub-Total	48
Elective Courses		
	Sub-Total	14-15
Emphases		
General Music Emphasis		
MUSC 3/4XXX	Individual Instruction**	6
MUSC 3/4XXX	Large Ensemble***	6
Music Electives (advisor approved)		
Select 5 courses from:		
MUSC 1500	String Techniques	1
MUSC 1550	Beginning Group Guitar	1
MUSC 1600	Voice Techniques	1
MUSC 1800	Percussion Techniques	1
MUSC 2700	Woodwind Techniques I	1
MUSC 2800	Brass Techniques I	1
MUSC 2810	Brass Techniques II	1
Select two courses from:		
MUSC 2350	Conducting	2
MUSC 3180	Orchestration	2
MUSC 3880	Songwriting II	2
Select one course from:		
MUSC 3940	Music and Media	2
MUSC 3905	Improvisation II	2
	Sub-Total	23
Vocal Emphasis		
MUSC 3670	Individual Vocal Instruction for Music Majors	8
MUSC 3/4XXX	Large Ensembles	8
MUSC 1610	Introduction to Music Theatre	2
MUSC 1620	Introduction to Opera	2

Course Prefix and Number	Title	Credit Hours
MUSC 3890	Song Writing II	2
MUSC 4920	Individual Recital	2
	Sub-Total	24
Instrumental Emphasis		
MUSC 3/4XXX	Individual Instruction	8
MUSC 3/4XXX	Large Ensemble	8
MUSC 3180	Orchestration	2
MUSC4880	Commercial Music Arranging	2
MUSC 3905	Improvisation II	2
MUSC 4902	Individual Recital	2
	Sub-Total	24
Music Business Emphasis		
MUSC 3/4XXX	Individual Instruction	4
MUSC 2/3/4XXX	Large Ensemble	4
MUSC 3970	Non-Profit Arts Management	3
MUSC 3980	Advanced Music Business	3
MGT 3500	Fundamentals of Marketing	3
MGT 3110	Leading Organizations and People	3
Select one course from:		
ACCT 2010	Financial Accounting Principles	3
FIN 3400	Corporate Finance (QI)	
	Sub-Total	23
Production Emphasis		
MUSC 3/4XXX	Individual Instruction	4
MUSC 3/4XXX	Large Ensemble	4
MUSC 3360	Audio Engineering I	3
MUSC 3370	Audio Engineering II	3
MUSC 3375	Producing a Show	3
MUSC 4940	Production Practicum	3
Select one course from:		
THEA 3540	Lighting Design I	3
THEA 3550	Stage Management	3
	Sub-Total	23
Arranging/Composition Emphasis		
MUSC 3/4XXX	Individual Instruction	4
MUSC 3/4XXX	Large Ensemble	4
MUSC 2350	Conducting	2
MUSC 3910	Individual Composition Instruction	4
MUSC 3890	Song Writing II	2
MUSC 4220	Film Scoring	3
MUSC 4920	Individual Recital	2
Select one course (advisor approval):		
MUSC 3180	Orchestration	2
MUSC 4880	Commercial Music Arranging	2

Course Prefix and Number	Title	Credit Hours
	Sub-Total	23
Jazz Studies Emphasis		
MUSC 3/4XXX	Individual Instruction****	8
MUSC 2/3/4XXX	Large Ensemble	2
MUSC 37XX	Jazz Ensemble	4
MUSC 4710	Jazz Combo	4
MUSC 2890	Individual Percussion Instruction (2 nd Instrument) for Music Majors*****	1
MUSC 3440	Individual Jazz Piano Instruction for Music Majors*****	2
MUSC 3905	Improvisation II	2
MUSC 4920	Individual Recital	1
	Sub-Total	24
University General Education requirements		34
Total Number of Credits		120

*A Bachelor of Arts (BA) degree signifies proficiency in one or more foreign languages. Specifically, the BA requirement may be completed in one of the following ways:

- Demonstration of proficiency in one foreign language by successful completion of one course at the 2020-level or higher (or its equivalent).
- Demonstration of proficiency in American Sign Language by successful completion of COMD 4920 and COMD 4780, and by passing an exit interview.
- Demonstration of proficiency in two foreign languages by successful completion of the 1020 course level in one language and the 2010 course level in the second language (or its equivalent).
- Completion of an upper-division (3000-level or higher) foreign language grammar or literature course requiring the 2020 course level (or its equivalent) as a prerequisite. Conversation courses cannot be considered for satisfying this requirement.
- For nonnative English-speaking students only, the following options are available:
 - Successful completion of the Intensive English Language Institute (IELI) program for international students.
 - TOEFL, Michigan, or IELI placement scores high enough to meet the University admission criteria.

**Studio instruction varies by major instrument. Course number options are (all with MUSC prefix) 3210, 3400, 3440, 3480, 3550, 3670, 3710, 3720, 3730, 3740, 3750, 3810, 3820, 3830, 3840, 3860, 4510, 4520, 4530, and 4540.

***Ensemble requirements are large ensembles, unless otherwise specified. Qualified ensemble course numbers include (all with MUSC prefix) 2600, 2610, 2620, 3500, 3600, 3760, 3770, 3790, 4600, 4650, and 4700.

**** Minimum of 2 credits of Applied Jazz Improvisation

*****Majors for whom keyboard is the principal instrument will substitute an elective for this course, approved by the jazz advisor.

***** Majors for whom drum set is the principal instrument will substitute an elective for this course, approved by the jazz advisor.

Program Schedules General Music Emphasis

Freshman Year

FALL	Credits	SPRING	Credits
MUSC 1105 Fundamentals (BCA)	3	MUSC 1110 Music Theory I	3
English 1010 (CL 1) Intro to Writing	3	MUSC 1130 Aural Skills I	1
MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
University Studies Breadth Course (BPS)	3	English 2010 (CL2) Intermediate Writing	3
University Studies Breadth Course (BLS)	3	University Studies Breadth Course (BAI)	3
Elective (Breadth Exploration)	3	Electives (one course designated BHU)	6
Total	17	Total	18

Sophomore Year

FALL	Credits	SPRING	Credits
MUSC 1120 Music Theory II	3	MUSC 1180 Keyboard Harmony II	1
MUSC 1140 Aural Skills II	1	MUSC 1190 World Music	2
MUSC 1170 Keyboard Harmony I	1	MUSC 2115 Comm. Music Theory	3
MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
Quantitative Literacy Course (QL)	3	Quantitative Intensive Course (QI)	3
University Studies (CI)	3	University Studies (CI)	3
University Studies Breadth Course (BSS)	3	University Studies Depth (DSC)	2
		University Studies Depth (DSS)	2
Total	16	Total	18

Junior Year

FALL	Credits	SPRING	Credits
MUSC 2180 Computer Apps. in Music	2	MUSC 2240 Intro. to Music Business	3
MUSC 2350 Conducting OR		MUSC 3030 Rock-n-Roll: Catalyst. . .	3
MUSC 3180 Scoring & Arranging OR		MUSC 1500 String Techniques OR	
MUSC 2800/2810 Brass Techniques	1	MUSC 1550 Beginning Group Guitar	1
MUSC 3010 Masterpieces of Music (DHA)	3	MUSC 3905 Improvisation II OR	
MUSC 3900 Improvisation I	2	MUSC 3940 Music & Media	2
MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
Foreign Language	3	Foreign Language	3
Total	13	Total	14

Senior Year

FALL	Credits	SPRING	Credits
MUSC 3020 Hist. of Jazz & Pop Music (DHA)	3	MUSC 3880 Songwriting II	2

MUSC 3880 Songwriting I	2	MUSC 1500 String Techniques OR	
MUSC 1550 Beginning Group Guitar OR		MUSC 1600 Voice Techniques	1
MUSC 1800 Percussion Techniques	1	Foreign Language	3
MUSC 2350 Conducting OR		Electives	6
MUSC 3180 Scoring & Arranging	2		
MUSC 2700/2710 Woodwind Techniques OR			
MUSC 2800/2810 Brass Techniques	1		
Foreign Language	3		
Total	12	Total	12

Vocal Performance Emphasis

Freshman Year

FALL	Credits	SPRING	Credits
MUSC 1105 Fundamentals (BCA)	3	MUSC 1110 Music Theory I	3
English 1010 (CL 1) Intro to Writing	3	MUSC 1130 Aural Skills I	1
MUSC 3670 Individual Instruction	1	MUSC 3670 Individual Instruction	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
University Studies Breadth Course (BPS)	3	English 2010 (CL2) Intermediate Writing	3
University Studies Breadth Course (BLS)	3	University Studies Breadth Course (BAI)	3
Elective (Breadth Exploration)	3	Electives (one course designated BHU)	6
Total	17	Total	18

Sophomore Year

FALL	Credits	SPRING	Credits
MUSC 1120 Music Theory II	3	MUSC 1180 Keyboard Harmony II	1
MUSC 1140 Aural Skills II	1	MUSC 1190 World Music	2
MUSC 1170 Keyboard Harmony I	1	MUSC 2115 Comm. Music Theory	3
MUSC 3670 Individual Instruction	1	MUSC 3670 Individual Instruction	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
Quantitative Literacy Course (QL)	3	Quantitative Intensive Course (QI)	3
University Studies (CI)	3	University Studies (CI)	3
University Studies Breadth Course (BSS)	3	University Studies Depth (DSC)	2
		University Studies Depth (DSS)	2
Total	16	Total	18

Junior Year

FALL	Credits	SPRING	Credits
MUSC 1620 Intro to Opera	2	MUSC 1610 Intro to Music Theatre	2
MUSC 2180 Computer Apps. in Music	2	MUSC 2240 Intro. to Music Business	3
MUSC 3010 Masterpieces of Music (DHA)	3	MUSC 3030 Rock-n-Roll: Catalyst. . .	3
MUSC 3670 Individual Instruction	1	MUSC 2/3/4XXX Large Ensemble	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 3670 Individual Instruction	1
Foreign Language	3	Foreign Language	3
Total	12	Total	13

Senior Year

FALL	Credits	SPRING	Credits
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
MUSC 3670 Individual Instruction	1	MUSC 3670 Individual Instruction	1
MUSC 3020 Hist. of Jazz & Pop Music (DHA)	3	MUSC 3890 Song Writing II	2
MUSC 3880 Songwriting I	2	MUSC 4920 Individual Recital	2
MUSC 3900 Improvisation I	2	Electives	5
Foreign Language	3	Foreign Language	3
Total	12	Total	14

Instrumental Performance Emphasis

Freshman Year

FALL	Credits	SPRING	Credits
MUSC 1105 Fundamentals (BCA)	3	MUSC 1110 Music Theory I	3
English 1010 (CL 1) Intro to Writing	3	MUSC 1130 Aural Skills I	1
MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
University Studies Breadth Course (BPS)	3	English 2010 (CL2) Intermediate Writing	3
University Studies Breadth Course (BLS)	3	University Studies Breadth Course (BAI)	3
Elective (Breadth Exploration)	3	Electives (one course designated BHU)	6
Total	17	Total	18

Sophomore Year

FALL	Credits	SPRING	Credits
MUSC 1120 Music Theory II	3	MUSC 1180 Keyboard Harmony II	1
MUSC 1140 Aural Skills II	1	MUSC 1190 World Music	2
MUSC 1170 Keyboard Harmony I	1	MUSC 2115 Comm. Music Theory	3
MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
Quantitative Literacy Course (QL)	3	Quantitative Intensive Course (QI)	3
University Studies (CI)	3	University Studies (CI)	3
University Studies Breadth Course (BSS)	3	University Studies Depth (DSC)	2
		University Studies Depth (DSS)	2
Total	16	Total	18

Junior Year

FALL	Credits	SPRING	Credits
MUSC 2180 Computer Apps. in Music	2	MUSC 2240 Intro. to Music Business	3
MUSC 3010 Masterpieces of Music (DHA)	3	MUSC 2/3/4XXX Large Ensemble	1
MUSC 3180 Orchestration	2	MUSC 3030 Rock-n-Roll: Catalyst. . .	3
MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
Foreign Language	3	Foreign Language	3
Total	12	Total	12

Senior Year

FALL	Credits	SPRING	Credits
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1

MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
MUSC 3020 Hist. of Jazz & Pop Music (DHA)	3	MUSC 3905 Improvisation II	2
MUSC 3880 Songwriting I	2	MUSC 4920 Individual Recital	2
MUSC 3900 Improvisation I	2	Electives	4
MUSC 4880 Commercial Music Arranging	2	Foreign Language	3
Foreign Language	3		
Total	14	Total	13

Music Business Emphasis

Freshman Year

FALL	Credits	SPRING	Credits
MUSC 1105 Fundamentals (BCA)	3	MUSC 1110 Music Theory I	3
English 1010 (CL 1) Intro to Writing	3	MUSC 1130 Aural Skills I	1
MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
University Studies Breadth Course (BPS)	3	English 2010 (CL2) Intermediate Writing	3
University Studies Breadth Course (BLS)	3	University Studies Breadth Course (BAI)	3
Elective (Breadth Exploration)	3	University Studies Breadth Course (BHU)	3
Total	17	Total	15

Sophomore Year

FALL	Credits	SPRING	Credits
MUSC 1120 Music Theory II	3	MUSC 1180 Keyboard Harmony II	1
MUSC 1140 Aural Skills II	1	MUSC 1190 World Music	2
MUSC 1170 Keyboard Harmony I	1	MUSC 2115 Comm. Music Theory	3
MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
Quantitative Literacy Course (QL)	3	FIN 3400 Corporate Finance (QI) OR	
University Studies (CI)	3	Quantitative Intensive Course (QI)	3
University Studies Breadth Course (BSS)	3	University Studies (CI)	3
		University Studies Depth (DSC)	2
		University Studies Depth (DSS)	2
Total	16	Total	18

Junior Year

FALL	Credits	SPRING	Credits
MUSC 2180 Computer Apps. in Music	2	MUSC 2240 Intro. to Music Business	3
MUSC 3010 Masterpieces of Music (DHA)	3	MUSC 3030 Rock-n-Roll: Catalyst. . .	3
MGT 3110 Leading Orgs./People	3	MUSC 3970 Non-Profit Arts Mgt.	3
Electives	3	Electives	3
Foreign Language	3	Foreign Language	3
Total	14	Total	15

Senior Year

FALL	Credits	SPRING	Credits
MUSC 3020 Hist. of Jazz & Pop Music (DHA)	3	MUSC 3980 Advanced Music Business	3

MUSC 3880 Songwriting I	2	MGT 3500 Fundamentals of Marketing	3
MUSC 3900 Improvisation I	2	Foreign Language	3
ACCT 2010 Financial Accounting Principles OR		Electives	3
FIN 3400 Corporate Finance (QI) OR			
Electives	3		
Foreign Language	3		
Total	13	Total	12

Production Emphasis

Freshman Year

FALL	Credits	SPRING	Credits
MUSC 1105 Fundamentals (BCA)	3	MUSC 1110 Music Theory I	3
English 1010 (CL 1) Intro to Writing	3	MUSC 1130 Aural Skills I	1
MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
University Studies Breadth Course (BPS)	3	English 2010 (CL2) Intermediate Writing	3
University Studies Breadth Course (BLS)	3	University Studies Breadth Course (BAI)	3
Elective (Breadth Exploration)	3	Electives (one course designated BHU)	6
Total	17	Total	18

Sophomore Year

FALL	Credits	SPRING	Credits
MUSC 1120 Music Theory II	3	MUSC 1180 Keyboard Harmony II	1
MUSC 1140 Aural Skills II	1	MUSC 1190 World Music	2
MUSC 1170 Keyboard Harmony I	1	MUSC 2115 Comm. Music Theory	3
MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
Quantitative Literacy Course (QL)	3	Quantitative Intensive Course (QI)	3
University Studies (CI)	3	University Studies (CI)	3
University Studies Breadth Course (BSS)	3	University Studies Depth (DSC)	2
		University Studies Depth (DSS)	2
Total	15	Total	17

Junior Year

FALL	Credits	SPRING	Credits
MUSC 2180 Computer Apps. in Music	2	MUSC 2240 Intro. to Music Business	3
MUSC 3010 Masterpieces of Music (DHA)	3	MUSC 3030 Rock-n-Roll: Catalyst. . .	3
MUSC 3375 Producing a Show	3	THEA 3540 Lighting Design – spring only (OR THEA 3550 next Fall)	0-3
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
Foreign Language	3	Electives	3
		Foreign Language	3
Total	12	Total	13-16

Senior Year

FALL	Credits	SPRING	Credits
MUSC 3020 Hist. of Jazz & Pop Music (DHA)	3	MUSC 3370 Audio Engineering II	3

MUSC 3880 Songwriting I	2	MUSC 4940 Production Practicum	3
MUSC 3900 Improvisation I	2	Electives	3
MUSC 3360 Audio Engineering I	3	Foreign Language	3
THEA 3550 Stage Management – Fall only (OR THEA 3540 previous Spring)	0-3		
Foreign Language	3		
Total	13-16	Total	12

Arranging/Composition Emphasis

Freshman Year

FALL	Credits	SPRING	Credits
MUSC 1105 Fundamentals (BCA)	3	MUSC 1110 Music Theory I	3
English 1010 (CL 1) Intro to Writing	3	MUSC 1130 Aural Skills I	1
MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
University Studies Breadth Course (BPS)	3	English 2010 (CL2) Intermediate Writing	3
University Studies Breadth Course (BLS)	3	University Studies Breadth Course (BAI)	3
Elective (Breadth Exploration)	3	Electives (one course designated BHU)	6
Total	17	Total	18

Sophomore Year

FALL	Credits	SPRING	Credits
MUSC 1120 Music Theory II	3	MUSC 1180 Keyboard Harmony II	1
MUSC 1140 Aural Skills II	1	MUSC 1190 World Music	2
MUSC 1170 Keyboard Harmony I	1	MUSC 2115 Comm. Music Theory	3
MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
Quantitative Literacy Course (QL)	3	Quantitative Intensive Course (QI)	3
University Studies (CI)	3	University Studies (CI)	3
University Studies Breadth Course (BSS)	3	University Studies Depth (DSC)	2
		University Studies Depth (DSS)	2
Total	15	Total	17

Junior Year

FALL	Credits	SPRING	Credits
MUSC 2180 Computer Apps. in Music	2	MUSC 2240 Intro. to Music Business	3
MUSC 3010 Masterpieces of Music (DHA)	3	MUSC 3030 Rock-n-Roll: Catalyst. . .	3
MUSC 2350 Conducting	2	MUSC 3910 Indiv. Composition Instruction	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
MUSC 3910 Indiv. Composition Instruction	1	Electives	3
Foreign Language	3	Foreign Language	3
Total	12	Total	14

Senior Year

FALL	Credits	SPRING	Credits
MUSC 3020 Hist. of Jazz & Pop Music (DHA)	3	MUSC 3890 Songwriting II	2
MUSC 3880 Songwriting I	2	MUSC 3910 Indiv. Composition Instruction	1
MUSC 3900 Improvisation I	2	MUSC 4220 Film Scoring	3

MUSC 3910 Individ. Composition Instruction	1	MUSC 4920 Individual Recital	2
MUSC 3180 Orchestration OR		Electives	3
MUSC 4880 Commercial Music Arranging	2	Foreign Language	3
Foreign Language	3		
Total	13	Total	14

Jazz Studies Emphasis

Freshman Year

FALL	Credits	SPRING	Credits
MUSC 1105 Fundamentals (BCA)	3	MUSC 1110 Music Theory I	3
English 1010 (CL 1) Intro to Writing	3	MUSC 1130 Aural Skills I	1
MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
MUSC 2/3/4XXX Large Ensemble	1	MUSC 2/3/4XXX Large Ensemble	1
University Studies Breadth Course (BPS)	3	English 2010 (CL2) Intermediate Writing	3
University Studies Breadth Course (BLS)	3	University Studies Breadth Course (BAI)	3
Elective (Breadth Exploration)	3	Electives (one course designated BHU)	6
Total	17	Total	18

Sophomore Year

FALL	Credits	SPRING	Credits
MUSC 1120 Music Theory II	3	MUSC 1180 Keyboard Harmony II	1
MUSC 1140 Aural Skills II	1	MUSC 1190 World Music	2
MUSC 1170 Keyboard Harmony I	1	MUSC 2115 Comm. Music Theory	3
MUSC 3/4XXX Individual Instruction	1	MUSC 3/4XXX Individual Instruction	1
MUSC 3760/3770 Large Jazz Ensemble	1	MUSC 3760/3770 Large Jazz Ensemble	1
Quantitative Literacy Course (QL)	3	Quantitative Intensive Course (QI)	3
University Studies (CI)	3	University Studies (CI)	3
University Studies Breadth Course (BSS)	3	University Studies Depth (DSC)	2
		University Studies Depth (DSS)	2
Total	16	Total	18

Junior Year

FALL	Credits	SPRING	Credits
MUSC 2180 Computer Apps. in Music	2	MUSC 2240 Intro. to Music Business	3
MUSC 2890 Percussion 2 nd Instrument OR		MUSC 3030 Rock-n-Roll: Catalyt. . .	3
Approved Music Elective	1	MUSC 3/4XXX Individual Instruction	1
MUSC 3010 Masterpieces of Music (DHA)	3	MUSC 3760/3770 Large Jazz Ensemble	1
MUSC 3/4XXX Individual Instruction	1	MUSC 4710 Jazz Combo	1
MUSC 3760/3770 Large Jazz Ensemble	1	Electives	3
MUSC 4710 Jazz Combo	1	Foreign Language	3
Foreign Language	3		
Total	12	Total	15

Senior Year

FALL	Credits	SPRING	Credits
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MUSC 3/4XXX Individual Instruction	1	MUSC 3440 Jazz Keyboard Fundamentals OR	
MUSC 3020 Hist. of Jazz & Pop Music (DHA)	3	Approved Music Elective	2
MUSC 3880 Songwriting I	2	MUSC 3/4XXX Individual Instruction	1
MUSC 3900 Improvisation I	2	MUSC 4710 Jazz Combo	1
MUSC 4710 Jazz Combo	1	MUSC 4920 Individual Recital	1
Foreign Language	3	MUSC 3905 Improvisation II	2
		Electives	2
		Foreign Language	3
Total	12	Total	12

Section VII: Faculty

Current music faculty who will be most directly involved with courses required in the new Bachelor of Arts in Music degree:

Full-time

- James M. Bankhead – Department Head, Professor, DMA, Catholic University of America
- Timothy Chenette – Assistant Professor, PhD, Music Theory, Indiana University
- Corey Christiansen – Assistant Professor of Guitar, Master of Music, University of South Florida
- Mark Emile – Associate Professor, DMA, University of Colorado at Boulder; Scoring/Arranging, Conducting
- Todd Fallis – Professor, DMA, University of Southern California; Brass/Trombone, Low Brass, Jazz Studies
- Jon Gudmundson – Associate Professor, DMA, University of Northern Colorado; Saxophone, Jazz Studies
- Max Matzen – Assistant Professor, DMA, Eastman School of Music; Brass/Trumpet; Jazz Studies
- Jason Nicholson – Assistant Professor, DMA, University of North Texas; Percussion, Jazz Studies
- Kevin Olson – Associate Professor, EdD, National-Louis University; Piano, Jazz Studies
- Christopher Scheer – Assistant Professor, PhD, University of Michigan; Musicology, Music History
- Greg Wheeler – Professional Practice Assistant Professor, PhD-University of Utah; Woodwinds

Part-time

- John Carter – Bachelor of Arts, Utah State University; Computer Applications, Sound Reinforcement
- Michael Christiansen – Professor (Emeritus) of Guitar: MM-Utah State University; Jazz Studies
- Aubrey Moeller – Bachelor of Music, Utah State University; Keyboard Harmony
- Tim Moes – Master of Arts, Manhattan School of Music; Commercial Music, Recording/Engineering
- Nate Ostermiller – Master of Music, Indiana University; Jazz Studies, Guitar Performance
- Joanna Zattiero – Master of Arts in Music, University of Idaho; General Studies, Saxophone, Woodwinds

September 17, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah State University – Bachelor of Science in Business Education

Issue

Utah State University (USU) requests approval to offer a Bachelor of Science in Business Education. This program was approved by the institutional Board of Trustees on June 27, 2014.

Background

A similar program was offered by USU's Huntsman School of Business but was eliminated several years ago during a restructure. This new program will be offered through USU's School of Applied Sciences, Technology and Education.

Every public secondary and middle school district in Utah employs business education teachers and the current supply of qualified graduates from business education programs is not meeting the demand of school districts. The delivery methods for this proposed degree will provide access to students across Utah at USU's Logan campus as well as through USU's distance education sites and regional campuses.

The Bachelor of Science in Business Education is designed to prepare students to become teachers of business education and advisors for career and technical student organizations in middle and high schools and in technical education centers. This proposal was reviewed and endorsed by the Utah State Office of Education's business education specialist who affirmed the program has the proper curriculum to prepare future secondary education business teachers.

The institution will cover costs through existing budgets and funding mechanisms. No new faculty or staff or will be required.

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues relative to approval of the program.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Bachelor of Science in Business Education at Utah State University.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Program Description – Full Template
Higher Education Institution
Degree Type and Title
2/10/2014

Section I: The Request

Utah State University (USU) requests approval to offer a bachelor's degree in Business Education effective upon Board of Regents approval. This program was approved by the institutional Board of Trustees on June 27, 2014.

Section II: Program Description

Complete Program Description

College of Agriculture and Applied Sciences
School of Applied Sciences, Technology and Education

The Bachelor of Science in Business Education prepares students to become teachers and advisors for career and technical student organizations in middle and high schools and technical education centers. Business teachers teach a variety of subjects including accounting, business law, business communications, personal finance, economics, free enterprise, management, marketing, computer technology, word processing, spreadsheets, databases, presentations, web page design, digital image editing, digital video editing, and emerging technologies. Utah is experiencing a shortage of highly-qualified business teachers. The proposed program will meet the need of preparing teachers who cannot attend existing business education programs by offering the program at USU's main campus and the majority of distance education delivery and regional campus sites in Utah.

In order to obtain a secondary teaching license for grades 6–12, students must complete the 35-credit hour Secondary Teacher Education Program (STEP), which includes one semester of student teaching in a public school. This program is administered by a partnership with USU's School of Teacher Education and Leadership (TEAL) within the Emma Eccles Jones College of Education and Human Services. The student must apply to the School of TEAL the semester before taking the STEP courses. Students learn subject content through the School of Applied Sciences, Technology and Education and spend the last three to four semesters studying education techniques through the STEP program.

Purpose of Degree

The primary purpose of this degree is to prepare teachers who are qualified to teach business and technology courses and to also lead student clubs in Utah secondary schools. A unique objective of this degree is to provide access for students who otherwise may not be able to move from their homes and jobs the opportunity to receive a Bachelor of Science degree in Business Education. Utah State University plans to do this by offering the degree at USU's main campus and the majority of distance education delivery and regional campus sites. With the approval of the degree students in rural areas of Utah will have much greater access to a Bachelor of Science degree in Business Education that will prepare graduates to teach in a program that is currently experiencing a shortage of certified teacher educators.

Institutional Readiness

Utah State University already has the components of the degree in place. In addition to the support from faculty of other Career and Technical Education programs housed within the School of Applied Sciences, Technology and Education (ASTE) this degree program will bring together existing broadcast resources available within USU's regional campus system and will leverage these resources to offer a degree throughout the state. The Interactive Video Conferencing (IVC) system, providing courses taught by college professors throughout Utah, is already offering secondary education, technology, and business content courses, all of which will be required for the proposed degree program.

Departmental Faculty

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	13		13
Full-time Non-Tenured	1		2
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured	5		5
Full-time Non-Tenured	7		7
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured	4		4
Full-time Non-Tenured	6		6
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured	6		6
Full-time Non-Tenured	4		4
Part-time Tenured			
Part-time Non-Tenured	1		1
Total Headcount Faculty in the Department			
Full-time Tenured	28		28
Full-time Non-Tenured	18		19
Part-time Tenured			
Part-time Non-Tenured	1		1
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	31.42	X	32.42

Staff

No additional staff will be required for the program. The degree will rely primarily upon existing courses and faculty. Reallocation of funds within the regional campuses will allow for an additional faculty member to serve as the lead teacher educator for the Business Education program when needed.

Library and Information Resources

Teacher preparation and business-related holdings will be adequate for the Business Education program. Additional resources will not be needed. Utah State University's current undergraduate resources include all software needed for this degree program.

Admission Requirements

Initial admission into the program will be consistent with existing USU undergraduate admission requirements. However, by the fall semester of the junior year students must be admitted to STEP. The specific STEP admission criteria are established by the Utah State Office of Education and are included below:

Area	ACT Score Waives Requirement	Academic Requirement
English	29	English 1010 or English 2010 with a C+ grade or higher
Math	25	MATH 1050 or STAT 1040 with a C- grade or higher
Social Studies	n/a	A minimum of three (3) credits of coursework in Social Science (BSS) with at least a C grade
Science	n/a	A minimum of six (6) credits of coursework in Life (BLS) and Physical Science (BPS) with at least a C grade in each course

Other admission requirements include: (a) Passage of Speech and Hearing Test; (b) Passage of College of Education Writing Exam; (c) Submission of college transcripts (transcripts verify the completion of 60 semester credits of approved course work with a minimum total GPA of 3.0); (d) ACT composite score of no less than 21, verbal English score of no less than 20, mathematics quantitative score of no less than 19*, science and reading scores of no less than 18; and (e) Clear Criminal Background Check

*Students who earn an ACT mathematics score less than 23 will be required to take MATH 1010 prior to taking MATH 1050.

Student Advisement

The School of Applied Sciences, Technology and Education has a designated advisor housed in the College of Agriculture and Applied Sciences Student Services Center. The advisor and Associate Dean have assured ASTE that the center has capacity to handle the additional students in the major. Additionally, the ASTE advisor will work with regional campus advisors to ensure that students have access to advising in the various geographic regions where students enroll.

Justification for Graduation Standards and Number of Credits

The State Office of Education Business Teacher Licensing requires a business composite program with course work in the areas of accounting, business law, business writing, finance, international and microeconomics, management, marketing, computer information literacy, database, digital media graphics, keyboarding, spreadsheets, web page design, word processing, information technology, networks, operating systems, PC hardware and software, teacher education requirements, and business teacher methods courses. Content in each of these areas will be taught, while maintaining the 120 credit hour requirement for bachelor's degree attainment. Students must also pass a praxis test administered by the State Office of Education to certify competency in each area.

External Review and Accreditation

Need for the program and curriculum design was discussed with the Utah State Office of Education specialists. The proposed curriculum will meet the current Utah standards for teacher certification. The program was discussed at State curriculum meetings related to business education.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	0	0	7	15	15
Total # of Declared Majors in Proposed Program	X	20	40	60	80	80
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	31.42	31.42	32.42	32.42	32.42	32.42
Total Department Student FTE (Based on Fall Third Week)	656.74	676	696	716	736	736
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	20.9	21.5	21.5	21.6	22.7	22.7
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)						

Expansion of Existing Program

USU does not presently have a Business Education degree. The School of Applied Sciences, Technology and Education currently offers baccalaureate degrees in Agricultural Education, Family and Consumer Sciences Education, and Technology and Engineering Education. The proposed Business Education degree will expand the Career and Technical Education (CTE) teacher education offerings of USU.

Section III: Need

Program Need

Much of Utah's work-age population is faced with reduced employment opportunities as a result of the limited access to higher education. According to the Economic Research Service of the United States Department of Agriculture, Utah's most recent population numbers list the percentage of persons 25 and older who have completed college degrees as 29.6% (24 % in rural areas and 30.0% in urban areas). Consistent with USU's land-grant mission, the Business Education Bachelor of Science degree will allow greater access for individuals who experience location constraints due to work and family responsibilities. Additionally, the program will help supply business teachers to junior high and high schools across Utah, which currently have to hire alternatively certified teachers to fill their growing number of open positions.

Labor Market Demand

Every public secondary and middle school district in Utah employs business education teachers. The current supply of qualified graduates from business education programs is not meeting the demand of school districts. As stated previously, school districts hired almost 100 teachers in FY 13 who must complete alternative certification. Officials from the Utah State Office of Education have expressed a need for additional business education teachers.

Additionally, the Business Education degree program serves a dual function. First, it satisfies the requirement that each high school teacher educate students about related careers. Second, while taking business education courses, secondary students will develop the academic knowledge and technical skills to be successful in a variety of business and business-related occupations. Business management and office/administrative support services are projected to be among the fastest growing industries through the year 2018. In Utah, the annual growth rate for this occupation is expected to be 2%.

Student Demand

Students interested in teaching secondary business must currently choose degree options from Weber State University, Southern Utah University, or Utah Valley University. These programs are only offered at on-site locations in Ogden, Cedar City, and Orem. The proposed degree would allow students across Utah to gain educational opportunities through alternative means to traditional campus-based education. The academic advisors in ASTE had several requests in Fall Semester 2013 from students regarding their option to major in Business Education and the advisors have begun to keep a list of students interested in the program. Business Education alumni, currently employed as secondary teachers, have also contacted USU to see what options USU offers for students interested in business education. Additionally, this proposed program was discussed with current regional campus advisors who indicated students routinely inquire as to the availability of business education as a degree option.

Similar Programs

Currently, USU does not have a Business Education degree. Business Education degrees are available in Ogden at Weber State University, in Orem at Utah Valley University, and in Cedar City at Southern Utah University. The Business Education degree at USU will serve Logan and the other areas serviced by the USU regional campus system.

Collaboration with and Impact on Other USHE Institutions

This program is intended to build upon existing programs offered at USU-Eastern and through USU's regional campuses to extend this program into rural areas of Utah. Faculty from Weber, Southern Utah

University, and Utah Valley University are supportive of an additional program being added to serve the rural areas of the state. The majority of the Business Education degree requirements at these institutions must be taken on campus in a face-to-face format.

Benefits

The Business Education degree at Utah State University will provide access for students attending the USU Logan campus and will offer students throughout rural Utah the opportunity to become a business/technology teacher in secondary education in Utah.

Consistency with Institutional Mission

Aligning with the mission and goals of the university to serve the public, the mission of the Business Education degree program is to prepare teachers for placement in Utah, and across the nation. Additionally, the program will enhance the diversity and partnerships within the USU campus community, as it will be available to students throughout Utah via the regional campus system. Previously underserved populations, with the goal of becoming business educators, will now have greater access to courses. The Business Education program will contribute to USU’s goal to strengthen placement as school districts are in need for qualified CTE business teachers. The institution expects the placement rate to be 100 percent for program graduates.

Section IV: Program and Student Assessment

Program Assessment

The School of Applied Sciences, Technology and Education will conduct on-going assessment of the degree program and make improvements or adjustments as needed. The competencies selected for this teacher preparation degree include skills and abilities required for undergraduate teacher certification programs. Instructors will use student course evaluations as a formative step in the entire program as they see instantaneous reaction to their teaching. The program faculty will have the opportunity to interact and work with other teacher educators within ASTE and TEAL. The department plans to conduct exit interviews/surveys of graduating students and will survey alumni at five-year intervals to provide an opportunity for student reflection on the program outcomes and overall value.

Expected Standards of Performance

Students will be required to have 3.0 GPA for entrance into Business Education degree and demonstrate proficiency in the business education content and teaching areas. Additionally, students receiving a degree in Business Education must pass the business and technology praxis test required by the Utah State Office of Education.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program	Departmental Budget**					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget

	Implementa tion						
Personnel Expense							
Salaries and Wages	\$3,572,519	\$35,725	\$3,608,244	\$36,082	\$3,644,326	\$36,443	\$3,680,769
Benefits	\$1,643,358	\$16,433	\$1,659,791	\$16,597	\$1,676,388	\$16,763	\$1,693,151
Total Personnel Expense	\$5,215,877	\$52,158	\$5,268,035	\$52,679	\$5,320,714	\$53,206	\$5,373,920
Non-Personnel Expense							
Travel	\$123,463	\$1,235	\$124,698	\$1,247	\$125,945	\$1,259	\$127,204
Capital	\$43,212	\$432	\$43,644	\$436	\$44,080	\$441	\$44,521
Library***	--	--	--	--	--	--	--
Current Expense	\$450,643	\$4,506	\$455,149	\$4,551	\$459,780	\$4,597	\$464,297
Total Non-Personnel Expense	\$617,318	\$6,173	\$623,491	\$6,234	\$629,725	\$6,297	\$636,022
Total Expense (Personnel + Current)	\$5,833,195	\$58,331	\$5,891,526	\$58,913	\$5,950,439	\$59,503	\$6,009,942
Departmental Funding							
Appropriated Fund	\$4,742,814	\$47,428	\$4,790,242	\$47,902	\$4,838,144	\$48,381	\$4,886,525
Other:	\$368,253	\$3,683	\$371,936	\$3,719	\$375,655	\$3,756	\$379,411
Special Legislative Appropriation							
Grants and Contracts	\$722,128	\$7,220	\$729,348	\$7,292	\$736,640	\$7,366	\$744,006
Special Fees / Differential Tuition							
Total Revenue	\$5,833,195	\$58,331	\$5,891,526	\$58,913	\$5,950,439	\$59,503	\$6,009,942
Difference							
Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* (as reported in institutional	\$236	\$0	\$236	\$0	\$236	\$0	\$236

Cost Study for "current" and using the same Cost Study Definition for "projected")							
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** Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.*

***Addition to budget calculated at a 1% increase each year.*

**** Library holdings in Business and Career and Technical Education are adequate for proposal*

Funding Sources

No new funding is anticipated as the program will use existing resources.

Reallocation

No reallocation of resources will be needed.

Impact on Existing Budgets

No foreseeable negative impacts upon existing programs, departmental, college, or university budgets are anticipated.

Section VI: Program Curriculum

All Program Courses (new courses in bold) on next page.

Course Prefix & Number	Title	Credit Hours
General Education (not met by major requirements): 34 credits		
Various	Breadth Creative Arts (BCA)	3
Various	Breadth Life Science (BLS)	3
Various	Breadth Physical Science (BPS)	3
Various	Breadth Humanities (BHU)	3
Various	Breadth Exploration Requirement	3
ENGL 1010	Introduction to Writing: Academic Prose (CL1)	3
ENGL 2010	Intermediate Writing: Research Writing in a Persuasive Model (CL2)	3
MATH 1050 or STAT 1040	College Algebra or Intro to Statistics (QL)	4
Various	Depth Humanities and Creative Arts (DHA)	3
Various	Depth Life Science or Physical Science (DSC)	3
Various	Quantitative Intensive (QI)	3
Business Education Major Requirements: 88 credits		
ACTG 2010	Financial Accounting	3
BCIS 1010	Computer Literacy	3
BCIS 1200	Microcomputer Operating Systems	2
BCIS 1300	Website Design	3
BCIS 1340	Digital Video Production	3
BCIS 1405	Word Processing	3
BCIS 2420	Database I (Access)	2
BCIS 2430	Desktop Publishing	2
BCIS 2441	Graphics for the Web	3
BUSN 1021	Personal Finance	3
BUSN 1091	Business Presentations	3
BUSN 2050	Business Law	4
BUSN 2200	Business Communications	3
BUSN 2201	Marketing Concepts	3
BUSN 2390	Organizational Behavior	3
BUSN 3150	Methods for Business Education	3
BUSN 3300	Clinical Experience I Business Education	1
BUSN 3710	Orientation to Business Education	2
BUSN 4250	Methods of Business and Marketing	3
BUSN 4300	Clinical Experience II Business Education	1
BUSN 5500	Business Education Secondary Curriculum Seminar	2
BUSN 5630	Business Education Student Teaching	10
ECN 1500	Intro. to Economic Institutions, History and Principles (BAI)	3
ECN 2010	Introduction to Microeconomics (BSS)	3
MIS 2100	Principles of Management Information Systems	3
SCED 3100	Motivation and Classroom Management	3
SCED 3210	Educational and Multicultural Foundations (DSS/CI)	3
SCED 4200	Reading, Writing and Technology (CI)	3
SCED 4210	Cognition and Evaluation of Student Learning	3
SPED 4000	Education of Exceptional Individuals	2
Sub-Total	Elective Courses	0
Sub-Total	Track/Options (if applicable)	0
Sub-Total	Total Number of Credits	122

Program Schedule

FALL			
DEPT	#	Course Name	Cr
BUSN	3710	Orientation to Bus Education	2
ENGL	1010	Intro to Writing (C+ minimum)	3
USU	1320	Civilization: Humanities	3
MATH	1010	Intermediate Algebra	4
BCIS	1010	Computer Literacy	3
			15

FALL			
DEPT	#	Course Name	Cr
BCIS	2441	Graphics for the Web	3
MIS	2100	Principles of MIS	3
BCIS	1405	Word Processing	3
ACTG	2010	Financial Accounting	3
BUSN	2200	Business Communications	3
Take Speech/Hearing Screening Pass Writing Exam (offered first 5 weeks only)			
			15

FALL			
DEPT	#	Course Name	Cr
BCIS	1300	Website Design	3
BUSN	1021	Personal Finance	3
SCED	3100	Motivation & Classroom Mgmt	3
SCED	3210	Educ & Multicult. Fnd. (DSS)	3
QI	choose	Quantitative Intensive (QI)	3
BCIS	1200	Operating Systems	2
Background Check Submit STEP Application (by October 1) Register for Level 1			
			17

FALL			
DEPT	#	Course Name	Cr
BUSN	4300	Clinical Experience II	1
BUSN	4250	Methods of Teaching Bus and Marketing	3
SPED	4000	Educ of Excp'l Individuals	2
BCIS	2340	Desktop Publishing	3
DSC	choose	Depth Life or Physical Science (DSC)	3
DHA	choose	Depth Humanities (DHA) course	2 to 3
BCIS	2420	Database 1 (Access)	2
Apply for Student Teaching			
			15 to 16

SPRING			
DEPT	#	Course Name	Cr
MATH	1050	College Algebra	4
BLS	BLS	check with Advisor(C minimum)	3
BUSN	2050	Business Law	4
BUSN	1091	Business Presentations	3
ECN	1500	Intro to Economic Institutions	3
			17

SPRING			
DEPT	#	Course Name	Cr
ECN	2010	Intro to Microeconomics (C minimum)	3
BPS	BPS	check with Advisor (C minimum)	3
BCA	BCA	check with Advisor	3
ENGL	2010	Intermediate Writing: Research	3
BSS	BSS	PSY 1010 or SOC 1010 (Exploration)	3
BUSN	2201	Marketing Concepts	3
Pass Writing Exam (offered first 5 weeks only) Background Check			
			18

SPRING			
DEPT	#	Course Name	Cr
BUSN	3150	Methods of Teaching Bus Ed Tech	3
BUSN	3300	Clinical Experience I	1
SCED	4200	Language, Literacy and Learning	3
SCED	4210	Assessment and Curriculum Design	3
BUSN	2390	Organizational Behavior	3
BCIS	1340	Digital Video Production	3
Apply for Graduation Register for Level II Take PRAXIS			
			16

SPRING			
DEPT	#	Course Name	Cr
BUSN	5500	Student Teaching Seminar	2
BUSN	5630	Student Teaching/Sec Schools	10
			12

Section VII: Faculty

The School of Applied Sciences, Technology & Education has broad expertise in the Career and Technical Education as well as existing specific expertise to support a business education degree program. The table below shows faculty with general expertise in Career and Technical Education areas followed by the faculty who have expertise/credentials related directly to Business Education. It does not include faculty without expertise in Career and Technical Education teacher preparation.

ASTE CTE	Faculty	Teach	Res	Ext	Serv	Admin	Degree	University
	Richard Beard	8		76	8		PhD	Texas A&M Univ, Extension Ed.
	Kelsey Hall	65	30		5		EdD	Texas Tech Univ, Agric. Ed.
	Rebecca Lawver	65	30		5		PhD	Univ of Missouri, Agric. Ed.
	Bruce Miller	20			5	75	PhD	Iowa State Univ, Agric. Ed.
	Michael Pate	65	30		5		PhD	Iowa State Univ, Agric. Ed.
	Edward Reeve	65	25		10		PhD	Ohio State Univ, Ind. Tech. Ed.
	Lindsey Shirley	70		25	5		PhD	Iowa State Univ, Family & Consumer Sciences Ed.
	Debra Spielmaker	60		35	5		PhD	USU, Curriculum & Inst.
	Denise Stewardson			90	10		MA	Univ of Maryland, Industrial Arts Ed.
	Gary Stewardson	65	30		5		PhD	Univ of Maryland, Industrial Arts Ed.
	Brian Warnick	70	25		5		PhD	Oregon State Univ. Education
	Julie Wheeler	95			5		MS	USU, Home Economics & Consumer Education
Business Education								
	Dan Allen	70			30		BS	BYU, Computer Science
	Jared Barrett	95			5		PhD	University of Illinois, Ed Psyc
	Dennis Garner	90			10		MS	BYU, Business Education
	Russell Goodrich						MS	USU. Bus. Info. Sys. & Ed.
	Betty Hassell	70			10	20	MS	USU, Instructional Tech. Teaching Certification
	Eric Mantz	90			10		MS	USU, Bus. Info. Sys. & Ed.
	Henning Olsen	90			10		EdD	BYU, Educational Leadership
	James Powell	95			5		MS	USU, Computer Science
	Robert Powell	95			5		BA	Weber State Univ, Psychology
	Elaine Youngberg	90			10		EdD	USU, Education
	TBA	90			10		Ph/EdD	

September 17, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Bachelor of Science in Exercise Science and Discontinuation of Bachelor of Science in Physical Education with Emphasis in Exercise Science

Issue

Southern Utah University (SUU) proposes to change its emphasis in Exercise Science within the Physical Education degree to a Bachelor of Science in Exercise Science effective Spring Semester, 2015. This proposal was reviewed and approved by the SUU Board of Trustees June 12, 2014.

Background

This proposal is part of a program restructure of the existing physical education degree. A related, abbreviated proposal that will be included on the Regents' General Consent Calendar proposes restructuring and renaming SUU's Physical Education Bachelor of Science with Emphasis in Teaching/Coaching to Physical Education in Teaching/Coaching Bachelor of Science. Because the teaching/coaching and the exercise science programs are similar and share common faculty and other department resources, OCHE academic affairs staff suggested that SUU administration could present the changes with a full proposal for exercise science and an abbreviated template for teaching/coaching. Southern Utah University administration followed this suggestion. Thus, the exercise science program is an agenda item for action while the teaching/coaching program is on the General Consent Calendar for approval. Both programs will continue to be administered by the Physical Education and Human Performance Department.

The United States Bureau of Labor Statistics projects that job opportunities for fitness workers and cardiovascular technologists and technicians will increase by 24% and 29%, respectively, between 2010 and 2020. According to the Utah Occupational Projections 2010 – 2020 published by the Utah Department of Workforce Services, fitness workers (SOC Code 39-9031) have a median wage of \$15.70 per hour and an annual job growth rate of 3.6%. Cardiovascular technologists and technicians (SOC Code 29-2031) have a median wage of \$29.10 per hour and an annual job growth rate of 3.4%.

From the five years previous to Fall Semester 2013 the number of declared majors with an emphasis in Exercise Science at SUU has grown from 71 to 212 students, a 199% increase. Southern Utah University reported that, as people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase, most significantly in colleges, universities, and youth leagues.

No new funding is requested to support this change. Program growth will be met through existing resources and program-generated tuition revenue.

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues relative to approval of the program.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Bachelor of Science in Exercise Science and the discontinuation of the Bachelor of Science in Physical Education with Emphasis in Exercise Science.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Program Description – Full Template
Higher Education Institution
Degree Type and Title
2/10/2014

Section I: The Request

Utah State University (USU) requests approval to offer a bachelor's degree in Business Education effective upon Board of Regents approval. This program was approved by the institutional Board of Trustees on June 27, 2014.

Section II: Program Description

Complete Program Description

College of Agriculture and Applied Sciences
School of Applied Sciences, Technology and Education

The Bachelor of Science in Business Education prepares students to become teachers and advisors for career and technical student organizations in middle and high schools and technical education centers. Business teachers teach a variety of subjects including accounting, business law, business communications, personal finance, economics, free enterprise, management, marketing, computer technology, word processing, spreadsheets, databases, presentations, web page design, digital image editing, digital video editing, and emerging technologies. Utah is experiencing a shortage of highly-qualified business teachers. The proposed program will meet the need of preparing teachers who cannot attend existing business education programs by offering the program at USU's main campus and the majority of distance education delivery and regional campus sites in Utah.

In order to obtain a secondary teaching license for grades 6–12, students must complete the 35-credit hour Secondary Teacher Education Program (STEP), which includes one semester of student teaching in a public school. This program is administered by a partnership with USU's School of Teacher Education and Leadership (TEAL) within the Emma Eccles Jones College of Education and Human Services. The student must apply to the School of TEAL the semester before taking the STEP courses. Students learn subject content through the School of Applied Sciences, Technology and Education and spend the last three to four semesters studying education techniques through the STEP program.

Purpose of Degree

The primary purpose of this degree is to prepare teachers who are qualified to teach business and technology courses and to also lead student clubs in Utah secondary schools. A unique objective of this degree is to provide access for students who otherwise may not be able to move from their homes and jobs the opportunity to receive a Bachelor of Science degree in Business Education. Utah State University plans to do this by offering the degree at USU's main campus and the majority of distance education delivery and regional campus sites. With the approval of the degree students in rural areas of Utah will have much greater access to a Bachelor of Science degree in Business Education that will prepare graduates to teach in a program that is currently experiencing a shortage of certified teacher educators.

Institutional Readiness

Utah State University already has the components of the degree in place. In addition to the support from faculty of other Career and Technical Education programs housed within the School of Applied Sciences, Technology and Education (ASTE) this degree program will bring together existing broadcast resources available within USU's regional campus system and will leverage these resources to offer a degree throughout the state. The Interactive Video Conferencing (IVC) system, providing courses taught by college professors throughout Utah, is already offering secondary education, technology, and business content courses, all of which will be required for the proposed degree program.

Departmental Faculty

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	13		13
Full-time Non-Tenured	1		2
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured	5		5
Full-time Non-Tenured	7		7
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured	4		4
Full-time Non-Tenured	6		6
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured	6		6
Full-time Non-Tenured	4		4
Part-time Tenured			
Part-time Non-Tenured	1		1
Total Headcount Faculty in the Department			
Full-time Tenured	28		28
Full-time Non-Tenured	18		19
Part-time Tenured			
Part-time Non-Tenured	1		1
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	31.42	X	32.42

Staff

No additional staff will be required for the program. The degree will rely primarily upon existing courses and faculty. Reallocation of funds within the regional campuses will allow for an additional faculty member to serve as the lead teacher educator for the Business Education program when needed.

Library and Information Resources

Teacher preparation and business-related holdings will be adequate for the Business Education program. Additional resources will not be needed. Utah State University's current undergraduate resources include all software needed for this degree program.

Admission Requirements

Initial admission into the program will be consistent with existing USU undergraduate admission requirements. However, by the fall semester of the junior year students must be admitted to STEP. The specific STEP admission criteria are established by the Utah State Office of Education and are included below:

Area	ACT Score Waives Requirement	Academic Requirement
English	29	English 1010 or English 2010 with a C+ grade or higher
Math	25	MATH 1050 or STAT 1040 with a C- grade or higher
Social Studies	n/a	A minimum of three (3) credits of coursework in Social Science (BSS) with at least a C grade
Science	n/a	A minimum of six (6) credits of coursework in Life (BLS) and Physical Science (BPS) with at least a C grade in each course

Other admission requirements include: (a) Passage of Speech and Hearing Test; (b) Passage of College of Education Writing Exam; (c) Submission of college transcripts (transcripts verify the completion of 60 semester credits of approved course work with a minimum total GPA of 3.0); (d) ACT composite score of no less than 21, verbal English score of no less than 20, mathematics quantitative score of no less than 19*, science and reading scores of no less than 18; and (e) Clear Criminal Background Check

*Students who earn an ACT mathematics score less than 23 will be required to take MATH 1010 prior to taking MATH 1050.

Student Advisement

The School of Applied Sciences, Technology and Education has a designated advisor housed in the College of Agriculture and Applied Sciences Student Services Center. The advisor and Associate Dean have assured ASTE that the center has capacity to handle the additional students in the major. Additionally, the ASTE advisor will work with regional campus advisors to ensure that students have access to advising in the various geographic regions where students enroll.

Justification for Graduation Standards and Number of Credits

The State Office of Education Business Teacher Licensing requires a business composite program with course work in the areas of accounting, business law, business writing, finance, international and microeconomics, management, marketing, computer information literacy, database, digital media graphics, keyboarding, spreadsheets, web page design, word processing, information technology, networks, operating systems, PC hardware and software, teacher education requirements, and business teacher methods courses. Content in each of these areas will be taught, while maintaining the 120 credit hour requirement for bachelor's degree attainment. Students must also pass a praxis test administered by the State Office of Education to certify competency in each area.

External Review and Accreditation

Need for the program and curriculum design was discussed with the Utah State Office of Education specialists. The proposed curriculum will meet the current Utah standards for teacher certification. The program was discussed at State curriculum meetings related to business education.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	0	0	7	15	15
Total # of Declared Majors in Proposed Program	X	20	40	60	80	80
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	31.42	31.42	32.42	32.42	32.42	32.42
Total Department Student FTE (Based on Fall Third Week)	656.74	676	696	716	736	736
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	20.9	21.5	21.5	21.6	22.7	22.7
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)						

Expansion of Existing Program

USU does not presently have a Business Education degree. The School of Applied Sciences, Technology and Education currently offers baccalaureate degrees in Agricultural Education, Family and Consumer Sciences Education, and Technology and Engineering Education. The proposed Business Education degree will expand the Career and Technical Education (CTE) teacher education offerings of USU.

Section III: Need

Program Need

Much of Utah's work-age population is faced with reduced employment opportunities as a result of the limited access to higher education. According to the Economic Research Service of the United States Department of Agriculture, Utah's most recent population numbers list the percentage of persons 25 and older who have completed college degrees as 29.6% (24 % in rural areas and 30.0% in urban areas). Consistent with USU's land-grant mission, the Business Education Bachelor of Science degree will allow greater access for individuals who experience location constraints due to work and family responsibilities. Additionally, the program will help supply business teachers to junior high and high schools across Utah, which currently have to hire alternatively certified teachers to fill their growing number of open positions.

Labor Market Demand

Every public secondary and middle school district in Utah employs business education teachers. The current supply of qualified graduates from business education programs is not meeting the demand of school districts. As stated previously, school districts hired almost 100 teachers in FY 13 who must complete alternative certification. Officials from the Utah State Office of Education have expressed a need for additional business education teachers.

Additionally, the Business Education degree program serves a dual function. First, it satisfies the requirement that each high school teacher educate students about related careers. Second, while taking business education courses, secondary students will develop the academic knowledge and technical skills to be successful in a variety of business and business-related occupations. Business management and office/administrative support services are projected to be among the fastest growing industries through the year 2018. In Utah, the annual growth rate for this occupation is expected to be 2%.

Student Demand

Students interested in teaching secondary business must currently choose degree options from Weber State University, Southern Utah University, or Utah Valley University. These programs are only offered at on-site locations in Ogden, Cedar City, and Orem. The proposed degree would allow students across Utah to gain educational opportunities through alternative means to traditional campus-based education. The academic advisors in ASTE had several requests in Fall Semester 2013 from students regarding their option to major in Business Education and the advisors have begun to keep a list of students interested in the program. Business Education alumni, currently employed as secondary teachers, have also contacted USU to see what options USU offers for students interested in business education. Additionally, this proposed program was discussed with current regional campus advisors who indicated students routinely inquire as to the availability of business education as a degree option.

Similar Programs

Currently, USU does not have a Business Education degree. Business Education degrees are available in Ogden at Weber State University, in Orem at Utah Valley University, and in Cedar City at Southern Utah University. The Business Education degree at USU will serve Logan and the other areas serviced by the USU regional campus system.

Collaboration with and Impact on Other USHE Institutions

This program is intended to build upon existing programs offered at USU-Eastern and through USU's regional campuses to extend this program into rural areas of Utah. Faculty from Weber, Southern Utah

University, and Utah Valley University are supportive of an additional program being added to serve the rural areas of the state. The majority of the Business Education degree requirements at these institutions must be taken on campus in a face-to-face format.

Benefits

The Business Education degree at Utah State University will provide access for students attending the USU Logan campus and will offer students throughout rural Utah the opportunity to become a business/technology teacher in secondary education in Utah.

Consistency with Institutional Mission

Aligning with the mission and goals of the university to serve the public, the mission of the Business Education degree program is to prepare teachers for placement in Utah, and across the nation. Additionally, the program will enhance the diversity and partnerships within the USU campus community, as it will be available to students throughout Utah via the regional campus system. Previously underserved populations, with the goal of becoming business educators, will now have greater access to courses. The Business Education program will contribute to USU’s goal to strengthen placement as school districts are in need for qualified CTE business teachers. The institution expects the placement rate to be 100 percent for program graduates.

Section IV: Program and Student Assessment

Program Assessment

The School of Applied Sciences, Technology and Education will conduct on-going assessment of the degree program and make improvements or adjustments as needed. The competencies selected for this teacher preparation degree include skills and abilities required for undergraduate teacher certification programs. Instructors will use student course evaluations as a formative step in the entire program as they see instantaneous reaction to their teaching. The program faculty will have the opportunity to interact and work with other teacher educators within ASTE and TEAL. The department plans to conduct exit interviews/surveys of graduating students and will survey alumni at five-year intervals to provide an opportunity for student reflection on the program outcomes and overall value.

Expected Standards of Performance

Students will be required to have 3.0 GPA for entrance into Business Education degree and demonstrate proficiency in the business education content and teaching areas. Additionally, students receiving a degree in Business Education must pass the business and technology praxis test required by the Utah State Office of Education.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program	Departmental Budget**					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget

	Implementa tion						
Personnel Expense							
Salaries and Wages	\$3,572,519	\$35,725	\$3,608,244	\$36,082	\$3,644,326	\$36,443	\$3,680,769
Benefits	\$1,643,358	\$16,433	\$1,659,791	\$16,597	\$1,676,388	\$16,763	\$1,693,151
Total Personnel Expense	\$5,215,877	\$52,158	\$5,268,035	\$52,679	\$5,320,714	\$53,206	\$5,373,920
Non-Personnel Expense							
Travel	\$123,463	\$1,235	\$124,698	\$1,247	\$125,945	\$1,259	\$127,204
Capital	\$43,212	\$432	\$43,644	\$436	\$44,080	\$441	\$44,521
Library***	--	--	--	--	--	--	--
Current Expense	\$450,643	\$4,506	\$455,149	\$4,551	\$459,780	\$4,597	\$464,297
Total Non-Personnel Expense	\$617,318	\$6,173	\$623,491	\$6,234	\$629,725	\$6,297	\$636,022
Total Expense (Personnel + Current)	\$5,833,195	\$58,331	\$5,891,526	\$58,913	\$5,950,439	\$59,503	\$6,009,942
Departmental Funding							
Appropriated Fund	\$4,742,814	\$47,428	\$4,790,242	\$47,902	\$4,838,144	\$48,381	\$4,886,525
Other:	\$368,253	\$3,683	\$371,936	\$3,719	\$375,655	\$3,756	\$379,411
Special Legislative Appropriation							
Grants and Contracts	\$722,128	\$7,220	\$729,348	\$7,292	\$736,640	\$7,366	\$744,006
Special Fees / Differential Tuition							
Total Revenue	\$5,833,195	\$58,331	\$5,891,526	\$58,913	\$5,950,439	\$59,503	\$6,009,942
Difference							
Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* (as reported in institutional	\$236	\$0	\$236	\$0	\$236	\$0	\$236

Cost Study for "current" and using the same Cost Study Definition for "projected")							
--	--	--	--	--	--	--	--

** Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.*

***Addition to budget calculated at a 1% increase each year.*

**** Library holdings in Business and Career and Technical Education are adequate for proposal*

Funding Sources

No new funding is anticipated as the program will use existing resources.

Reallocation

No reallocation of resources will be needed.

Impact on Existing Budgets

No foreseeable negative impacts upon existing programs, departmental, college, or university budgets are anticipated.

Section VI: Program Curriculum

All Program Courses (new courses in bold) on next page.

Course Prefix & Number	Title	Credit Hours
General Education (not met by major requirements): 34 credits		
Various	Breadth Creative Arts (BCA)	3
Various	Breadth Life Science (BLS)	3
Various	Breadth Physical Science (BPS)	3
Various	Breadth Humanities (BHU)	3
Various	Breadth Exploration Requirement	3
ENGL 1010	Introduction to Writing: Academic Prose (CL1)	3
ENGL 2010	Intermediate Writing: Research Writing in a Persuasive Model (CL2)	3
MATH 1050 or STAT 1040	College Algebra or Intro to Statistics (QL)	4
Various	Depth Humanities and Creative Arts (DHA)	3
Various	Depth Life Science or Physical Science (DSC)	3
Various	Quantitative Intensive (QI)	3
Business Education Major Requirements: 88 credits		
ACTG 2010	Financial Accounting	3
BCIS 1010	Computer Literacy	3
BCIS 1200	Microcomputer Operating Systems	2
BCIS 1300	Website Design	3
BCIS 1340	Digital Video Production	3
BCIS 1405	Word Processing	3
BCIS 2420	Database I (Access)	2
BCIS 2430	Desktop Publishing	2
BCIS 2441	Graphics for the Web	3
BUSN 1021	Personal Finance	3
BUSN 1091	Business Presentations	3
BUSN 2050	Business Law	4
BUSN 2200	Business Communications	3
BUSN 2201	Marketing Concepts	3
BUSN 2390	Organizational Behavior	3
BUSN 3150	Methods for Business Education	3
BUSN 3300	Clinical Experience I Business Education	1
BUSN 3710	Orientation to Business Education	2
BUSN 4250	Methods of Business and Marketing	3
BUSN 4300	Clinical Experience II Business Education	1
BUSN 5500	Business Education Secondary Curriculum Seminar	2
BUSN 5630	Business Education Student Teaching	10
ECN 1500	Intro. to Economic Institutions, History and Principles (BAI)	3
ECN 2010	Introduction to Microeconomics (BSS)	3
MIS 2100	Principles of Management Information Systems	3
SCED 3100	Motivation and Classroom Management	3
SCED 3210	Educational and Multicultural Foundations (DSS/CI)	3
SCED 4200	Reading, Writing and Technology (CI)	3
SCED 4210	Cognition and Evaluation of Student Learning	3
SPED 4000	Education of Exceptional Individuals	2
Sub-Total	Elective Courses	0
Sub-Total	Track/Options (if applicable)	0
Sub-Total	Total Number of Credits	122

Program Schedule

FALL			
DEPT	#	Course Name	Cr
BUSN	3710	Orientation to Bus Education	2
ENGL	1010	Intro to Writing (C+ minimum)	3
USU	1320	Civilization: Humanities	3
MATH	1010	Intermediate Algebra	4
BCIS	1010	Computer Literacy	3
			15

FALL			
DEPT	#	Course Name	Cr
BCIS	2441	Graphics for the Web	3
MIS	2100	Principles of MIS	3
BCIS	1405	Word Processing	3
ACTG	2010	Financial Accounting	3
BUSN	2200	Business Communications	3
Take Speech/Hearing Screening Pass Writing Exam (offered first 5 weeks only)			
			15

FALL			
DEPT	#	Course Name	Cr
BCIS	1300	Website Design	3
BUSN	1021	Personal Finance	3
SCED	3100	Motivation & Classroom Mgmt	3
SCED	3210	Educ & Multicult. Fnd. (DSS)	3
QI	choose	Quantitative Intensive (QI)	3
BCIS	1200	Operating Systems	2
Background Check Submit STEP Application (by October 1) Register for Level 1			
			17

FALL			
DEPT	#	Course Name	Cr
BUSN	4300	Clinical Experience II	1
BUSN	4250	Methods of Teaching Bus and Marketing	3
SPED	4000	Educ of Excp'l Individuals	2
BCIS	2340	Desktop Publishing	3
DSC	choose	Depth Life or Physical Science (DSC)	3
DHA	choose	Depth Humanities (DHA) course	2 to 3
BCIS	2420	Database 1 (Access)	2
Apply for Student Teaching			
			15 to 16

SPRING			
DEPT	#	Course Name	Cr
MATH	1050	College Algebra	4
BLS	BLS	check with Advisor(C minimum)	3
BUSN	2050	Business Law	4
BUSN	1091	Business Presentations	3
ECN	1500	Intro to Economic Institutions	3
			17

SPRING			
DEPT	#	Course Name	Cr
ECN	2010	Intro to Microeconomics (C minimum)	3
BPS	BPS	check with Advisor (C minimum)	3
BCA	BCA	check with Advisor	3
ENGL	2010	Intermediate Writing: Research	3
BSS	BSS	PSY 1010 or SOC 1010 (Exploration)	3
BUSN	2201	Marketing Concepts	3
Pass Writing Exam (offered first 5 weeks only) Background Check			
			18

SPRING			
DEPT	#	Course Name	Cr
BUSN	3150	Methods of Teaching Bus Ed Tech	3
BUSN	3300	Clinical Experience I	1
SCED	4200	Language, Literacy and Learning	3
SCED	4210	Assessment and Curriculum Design	3
BUSN	2390	Organizational Behavior	3
BCIS	1340	Digital Video Production	3
Apply for Graduation Register for Level II Take PRAXIS			
			16

SPRING			
DEPT	#	Course Name	Cr
BUSN	5500	Student Teaching Seminar	2
BUSN	5630	Student Teaching/Sec Schools	10
			12

Section VII: Faculty

The School of Applied Sciences, Technology & Education has broad expertise in the Career and Technical Education as well as existing specific expertise to support a business education degree program. The table below shows faculty with general expertise in Career and Technical Education areas followed by the faculty who have expertise/credentials related directly to Business Education. It does not include faculty without expertise in Career and Technical Education teacher preparation.

ASTE CTE	Faculty	Teach	Res	Ext	Serv	Admin	Degree	University
	Richard Beard	8		76	8		PhD	Texas A&M Univ, Extension Ed.
	Kelsey Hall	65	30		5		EdD	Texas Tech Univ, Agric. Ed.
	Rebecca Lawver	65	30		5		PhD	Univ of Missouri, Agric. Ed.
	Bruce Miller	20			5	75	PhD	Iowa State Univ, Agric. Ed.
	Michael Pate	65	30		5		PhD	Iowa State Univ, Agric. Ed.
	Edward Reeve	65	25		10		PhD	Ohio State Univ, Ind. Tech. Ed.
	Lindsey Shirley	70		25	5		PhD	Iowa State Univ, Family & Consumer Sciences Ed.
	Debra Spielmaker	60		35	5		PhD	USU, Curriculum & Inst.
	Denise Stewardson			90	10		MA	Univ of Maryland, Industrial Arts Ed.
	Gary Stewardson	65	30		5		PhD	Univ of Maryland, Industrial Arts Ed.
	Brian Warnick	70	25		5		PhD	Oregon State Univ. Education
	Julie Wheeler	95			5		MS	USU, Home Economics & Consumer Education
Business Education								
	Dan Allen	70			30		BS	BYU, Computer Science
	Jared Barrett	95			5		PhD	University of Illinois, Ed Psyc
	Dennis Garner	90			10		MS	BYU, Business Education
	Russell Goodrich						MS	USU. Bus. Info. Sys. & Ed.
	Betty Hassell	70			10	20	MS	USU, Instructional Tech. Teaching Certification
	Eric Mantz	90			10		MS	USU, Bus. Info. Sys. & Ed.
	Henning Olsen	90			10		EdD	BYU, Educational Leadership
	James Powell	95			5		MS	USU, Computer Science
	Robert Powell	95			5		BA	Weber State Univ, Psychology
	Elaine Youngberg	90			10		EdD	USU, Education
	TBA	90			10		Ph/EdD	

September 17, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Master of Music Education

Issue

Southern Utah University (SUU) requests approval to offer a Master of Music Education (MME). The institutional Board of Trustees approved the degree on June 12, 2014.

Background

The proposed Master of Music Education is a 30-credit program intended to meet the needs of in-service music teachers. If approved for the MME, Southern Utah University would become the only institution between Provo and Las Vegas to offer such a degree. In a survey of more than 600 Utah music educators, 76% responded that an MME was needed in southern Utah, and 60% expressed interest in an MME at SUU. The opportunity to pursue a graduate degree in music education, rather than a general Master of Education degree, was particularly appealing to the survey respondents.

The MME curriculum includes courses in the areas of Performance and Musicianship, History and Theory, and Teaching. Summer sessions would be held on the SUU campus, and online courses would be offered throughout the year. A key element of the program is practicum experiences where SUU faculty would work with MME students in their school music teaching settings. The combination of summer and online work would allow students in the MME program to continue in their teaching positions while earning a graduate degree that would positively impact their students and careers.

The proposed MME would be taught by both full-time and adjunct music faculty at SUU. Since much of the degree would be delivered during the summer, faculty would be compensated under separate summer contracts. So as not to disrupt current undergraduate faculty workloads, teaching and supervision of MME students during the regular academic year would be assigned to multiple faculty members and would be paid under overload contracts. Funding for the MME would come from program tuition.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Southern Utah University and the Board of Regents. The USHE Chief Academic Officers, with input from music departments at their institutions, are supportive of SUU's request to offer a Master of Music Education. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Southern Utah University to offer a Master of Music Education.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Southern Utah University
Master of Music Education**

Section I: The Request

Southern Utah University requests approval to offer a Master of Music Education effective in summer 2015. The institutional Board of Trustees approved the degree on June 12, 2014.

Section II: Program Description

Complete Program Description

The Master of Music Education degree is for the practicing music educator who wants to expand their knowledge and professional expertise. The degree consists of a 30-credit program, with short, focused summer sessions on campus and online courses offered year round. Critical to the program is a practicum experience where SUU faculty work with the MME students in their current positions.

Purpose of Degree

The Master of Music Education degree is an important step toward the SUU goal of fully servicing the needs of the Southern Utah area school music teachers. SUU would be the only school providing this degree for the area between Provo and Las Vegas. By providing a graduate degree in Music Education, SUU will further establish itself as the premier music education institution in the southern portion of the state. The proposed degree is unique in regards to the timing of course offerings and online content. This will allow music teachers to keep a teaching position and obtain a graduate-level music education degree.

Current music teachers who obtain a Master of Music Education can expect improved student achievement, improved skills in teaching and planning, higher placement on school salary schedules, and opportunities for further professional advancement. For the benefit of the community, having teachers in the area with the Master of Music Education degree would lead to teachers with improved skills and students who achieve more, resulting in a more highly skilled workforce.

Institutional Readiness

The addition of the Master of Music Education degree will have very little impact upon existing administrative structures. The Department Chair will oversee the degree by organizing course schedules, assigning faculty to the courses, and calculating faculty loads. These are all duties the chair already performs for the undergraduate program. The Music Education Coordinator will administer the program by advising graduates on course schedules and navigating the program. The Music Education Coordinator will also be the liaison to both the Music Department and Graduate Studies area for the program. Both of these are duties the Music Education Coordinator already performs for undergraduate students, and the additional graduate students will not add any significant burden.

Faculty resources are currently available to offer this degree. Summer teaching will be a major portion of this degree and will have separate contracts based on the tuition that comes in. Individual study courses during the school year will be just like getting an additional private lesson student and can be spread out amongst faculty so that each faculty member adds just one or two private lesson students. This system is one that the Music Department already has in place. Full-time undergraduate teaching loads for faculty during the traditional school year will remain unchanged. As enrollment increases, additional adjunct or full-time faculty may become necessary.

Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	8		8
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	2		2
With Master's Degrees			
Full-time Tenured	1		1
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	7		7
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	5		5
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	9		9
Full-time Non-Tenured	1		1
Part-time Tenured	0		0
Part-time Non-Tenured	14		14
Total Program Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	14.38		14.38

Faculty used for this program would be primarily additional summer contracts, similar to our current summer school. For project advising during the regular school year, the students would be assigned to a full-time faculty member. A faculty member could take on 3 students, which would be added to the load the same way a private lesson student is currently added. Regular FTE for undergraduates would be maintained, and all additional teaching would be an additional summer contract or overload contract.

Staff

No additional staff is needed to offer this degree. Current staff and administration are sufficient for offering the degree.

Library and Information Resources

Current library holdings are sufficient for the degree. SUU has 9,257 musical scores for study purposes, divided nearly evenly between vocal and instrumental, over 5,000 works about music, and nearly 2,000 works on music teaching and instruction. We also have access to thousands of recordings from our collection and through the Naxos music library. Other resources are available through eBooks and interlibrary loan. Each year SUU adds to the collection through budget allocations to the music department specifically for library resources, aiding in keeping the collection current.

Admission Requirements

Prospective students will need to be currently employed as a music teacher in a school setting. Because the practicum assignments require students to try techniques with their own classes as the lab setting, the requirement of having a teaching position is of the utmost importance. When applying for the program, the prospective students will need to provide:

- 1) Successful Admission to Graduate School at SUU
- 2) Bachelor's Degree in Music w/ Certification (Transcripts to demonstrate)
- 3) Proof of Current Teaching Position (Three Letters of Recommendation at least 1 from Admin)
- 4) Resume and Written Statement of Purpose

Applicants must then be approved for admission by the Music Education Committee.

Student Advisement

Students in the Master of Music Education degree program will receive advisement from the Music Education Coordinator. In addition, student academic progress will be supervised by music faculty on a regular basis.

Justification for Graduation Standards and Number of Credits

The credit hour requirements for the Master of Music Education degree (30 credit hours) fall within the state guidelines for master's degrees. It also meets the National Association of Schools of Music (NASM) guidelines for credits in a Master of Music Education program.

External Review and Accreditation

The proposal for the MME degree includes the necessary courses as outlined by the NASM guidelines. No additional consultation was received, however the proposed course of study has been compared to Master of Music Education degrees offered at institutions both in-state and out-of-state. SUU has a long-standing accreditation from NASM, and this degree will not advance without NASM approval.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	N/A	0	0	6	14	20
Total # of Declared Majors in Proposed Program	N/A	8	14	18	18	18

Departmental Data – For All Programs Within the Department						
Note: Projected numbers provided below are for the MME program, not the entire Department.						
Total Department Faculty FTE (as reported in Faculty table above)		.49	.61	.61	.61	.61
Total Department Program Student FTE (Based on Fall Third Week)		3.8	6.2	6.2	6.2	6.2
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)		7.77	10.15	10.15	10.15	10.15
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)						

Expansion of Existing Program

The Master of Music Education degree is a new degree program.

Section III: Need

Program Need

The Master of Music Education degree is an important step toward the SUU goal of fully servicing the needs of the Southern Utah area school music teachers. SUU would be the only school providing this degree for the area between Provo and Las Vegas. Current music teachers who obtain a Master of Music Education can expect improved student achievement, improved skills in teaching and planning, higher placement on school salary schedules, and opportunities for further professional advancement.

Labor Market Demand

This degree would be for those already teaching music in the school system. The emphasis would be on improved student achievement, improved skills in teaching and planning, higher placement on school salary schedules, and opportunities for further professional advancement. The trend for teachers needing a Master of Music Education degree is definitely going up. According to statistics from USHE, the number of Bachelor degree graduates in Music Education has nearly doubled since 2007. These teachers are creating a higher demand for a Master of Music Education degree, yet they need to keep teaching while achieving their advanced education. The need for their programs to be offered during the summer with online courses is certainly an upward trend for successful Master of Music Education programs.

Student Demand

A recent survey sent to over 600 Utah music educators revealed 76% of respondents felt that an MME is needed for this region. This same survey found 91% of respondents as either interested or already possessing a master's degree, and 60% of respondents said that they would be interested in an MME at SUU. Many of the respondents were interested specifically because of the music component, as they were

not interested in a generic Master of Education degree. There were 38 respondents who left information to be contacted so they could sign up once the program would begin.

Similar Programs

The only USHE institution that offers a Master of Music Education degree is the University of Utah. Brigham Young is a private school offering this degree. SUU will provide a practical, hands-on experience, servicing current music educators who primarily reside between Provo and Las Vegas. The SUU program will be offered mainly in the summers and online. This will allow current music educators to continue in their current job while pursuing their master's degree. Neither the University of Utah nor BYU allow for this option.

Collaboration with and Impact on Other USHE Institutions

SUU has received support from fellow institutions in the USHE system in proposing this degree. SUU received written approval from the music chairs of Dixie State University and Snow College. SUU also requested verbal approval from the other USHE schools at the meeting with all USHE music department heads (or sent representatives) on October 7, 2013. No objections or concerns were voiced at this meeting, and several expressed support of this new program for SUU.

Benefits

Current music teachers who obtain a Master of Music Education can expect improved student achievement, improved skills in teaching and planning, higher placement on school salary schedules, and opportunities for further professional advancement. For the benefit of the community, having teachers in the area with the Master of Music Education degree would lead to teachers with improved skills and students who achieve more, resulting in a more highly skilled workforce.

Consistency with Institutional Mission

The mission of SUU (<http://suu.edu/general/president/mission.html>) is as follows: "Southern Utah University, as our founders envisioned, is a dynamic teaching and learning community inspired by its unique natural surroundings. As Utah's designated public liberal arts and sciences university, SUU engages students in a personalized and rigorous experiential education, empowering them to be productive citizens, socially responsible leaders, high achievers and lifelong learners." In order to fulfill this mission, SUU will "offer educational experiences typical of private universities with the affordability of public higher education" and "provide outstanding programs of study in the arts and sciences, pre-professional, professional and graduate studies."

The proposed degree aligns with the mission and goals of the institution, providing a graduate degree in the arts similar to both private and public universities. The only significant difference in the proposed degree is the timing of course offerings and online content, allowing music teachers to keep a teaching position and obtain the degree.

Section IV: Program and Student Assessment

Program Assessment

- 1) Enrollment numbers will be reviewed each semester to monitor achievement of enrollment goals (8 students in Year 1, 14 students in Year 2, 18 students in Year 3, 4, and 5).

- 2) Student progress toward program completion will be reviewed each semester to monitor retention and achievement of cumulative graduation goals (6 graduates in Year 3, 14 graduates in Year 4, and 20 graduates in Year 5).
- 3) Course evaluations and an annual student satisfaction survey will be utilized to assess the effectiveness and usefulness of the SUU program and the effect of the program on public school programs. The results will be used to guide instruction and program delivery and development.

Student Assessment

Prerequisites:

Students entering the Master's program will be expected to have achieved the pre-requisite NASM and SUU undergraduate learning outcomes listed below.

A) Learning outcomes for undergraduate Music program:

1. **Performance and Musicianship:** Music graduates will:
 - a. Demonstrate advanced technical and artistic performance standards in their area of expertise.
 - b. Have a wide range of performance experience of the highest level.
 - c. Have a broad knowledge of literature in a wide variety of musical styles.
2. **History, Theory, Analysis:** Music graduates will:
 - a. Conceptualize and perform music in its proper historical context.
 - b. Be able to analyze harmony and other aesthetic qualities of music.
 - c. Be able to research and write cogently about music.
 - d. Demonstrate the ability to perceive and understand music aurally.
3. **Piano proficiency:** Music graduates will be able to:
 - a. Play and accompany simple folk songs by ear, in any key.
 - b. Transfer theory and skills concepts to the keyboard.
 - c. Read at sight at the level of 4-part hymns.
4. **Music in Social and Cultural contexts:** Music graduates will:
 - a. Have an understanding of the role of music in society.
 - b. Participate in cultural experiences which will enlarge multicultural understanding.
 - c. Possess an understanding of the responsibility of building the audiences of the future.

B) Additional learning outcomes for undergraduate Music Education program:

1. **Performance and Musicianship:** Music graduates will:
 - a. Demonstrate a level of technical and artistic proficiency that is on par for the national standards for success in graduate school.
 - b. Have designed and executed musical events such as solo recitals with a level of professionalism that is on par for graduate study.
 - c. Demonstrate a deep and broad understanding of the literature in their field.
2. **History, Theory, Analysis:** Music graduates will have:
 - a. Far-reaching exposure to and knowledge of literature in their area of expertise.
 - b. Knowledge of multiple pedagogical approaches in their area of expertise.
3. **Social and Cultural:** Music graduates will be prepared to:

- a. Contribute to the community and the profession through performances on a professional level.
- b. Promote appreciation of art music within the society.

Students' achievement of the pre-requisite learning outcomes prior to program entry will be assessed through a review of the prospective student transcript to ensure a Bachelor program that meets the above requirements, as well as an entrance placement exam to ensure that remedial work is not needed. Deficient students will either not be admitted or assigned remedial work prior to enrollment.

Assessment of Learning Outcomes for the Master's Program:

Students in the Master's program are expected to demonstrate proficiency in the learning outcomes described by the NASM accreditation handbook. Student achievement of the learning outcomes will be measured by written work, teaching performance assessments via live and digital medium and a concluding capstone project. Pre-program and post-program assessments will be compared to review student progress.

More specifically, the learning outcomes will be assessed as shown below.

LEARNING OUTCOMES	ASSESSMENTS
Performance and Musicianship	
a. expanded skills in conducting	Panel review of recorded and live conducting
b. expanded skills in rehearsal techniques	Panel review of recorded and live teaching
History and Theory	
a. knowledge of Music History on par with graduate level national standards	Written projects and exams
b. knowledge of Music Theory on par with graduate level national standards	Written projects and exams
c. knowledge of ensemble literature on par with graduate level national standards	Written projects and exams
Teaching	
a. the ability to develop innovative curriculum	Written projects and reviews of teaching
b. innovative teaching methodologies	Written projects and reviews of teaching

Section V: Finance

Budget

5-Year Budget Projection						
Note: Projected numbers provided below are for the MME program, not the entire Department.						
Departmental Data	Current Budget— Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel Expense						
Salaries & Wages		7920	9900	9900	9900	9900

Benefits		1742	2178	2178	2178	2178
Total Personnel Expense		9662	12078	12078	12078	12078
Non-personnel Expense						
Travel		3500	3500	3500	3500	3500
Capital						
Library						
Current Expense		5000	5000	5000	5000	5000
Total Non-personnel Expense						
Total Expense (Personnel + Current)	\$	\$18162	\$20578	\$20578	\$20578	\$20578
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Fund		17478	19586	19586	19586	19586
Other:						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition		684	992	992	992	992
Total Revenue	\$	\$18162	\$20578	\$20578	\$20578	\$20578
Difference						
Revenue - Expense	\$	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$	\$238.98	\$165.95	\$165.95	\$165.95	\$165.95
* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.		\$238.98	\$165.95	\$165.95	\$165.95	\$165.95

Funding Sources

This program will be self-supported through additional tuition. Special Fees are Program Fees collected by SUU College of Performing & Visual Arts.

Reallocation

Program is not supported through reallocation.

Impact on Existing Budgets

Program will be self-supported through new tuition.

Section VI: Program Curriculum

All Program Courses

Course Prefix & Number	Title	Credit Hours
Required Courses		
MUSC 6210	Curriculum and Design in Music Education	3
MUSC 6220	Music Teaching and Learning	3
EDUC 6030	21st Century Research and Data	3
MUSC 6110	Graduate Music Theory	2
MUSC 6120	Graduate Music History	2
MUSC 6450	Practicum 1	1
MUSC 6460	Practicum 2	1
MUSC 6250	Conducting and Rehearsal Techniques 1	1
MUSC 6260	Conducting and Rehearsal Techniques 2	1
MUSC 6500	Music Education Culminating Project	3
	Sub-Total	20
Elective Courses		
MUSC 6900	Special Topics in Music Education	1-3
MUSC 6910	Directed Readings in Music Education	1-3
MUSC 6920	Independent Study	1-3
MUSC 6230	Music Literature	3
EDUC	Electives from Education Department	X
	Sub-Total	10
Track/Options (if applicable)	Sub-Total	0
Total Number of Credits		30

New Courses to be added in the Next Five Years

Semester 1	Course Prefix and Number	Course Title
<i>Summer 2015</i>	MUSC 6210	Curriculum and Design in Music Education
<i>Summer 2015</i>	MUSC 6110	Graduate Music Theory
<i>Summer 2015</i>	MUSC 6250	Conducting and Rehearsal Techniques 1
Semester 2		
<i>Fall 2015</i>	MUSC 6450	Practicum 1
	MUSC 6900	Special Topics in Music Education
	MUSC 6910	Directed Readings In Music Education
	MUSC 6920	Independent Study In Music Education
Semester 3		
<i>Spring 2016</i>	MUSC 6460	Practicum 2
Semester 4		
<i>Summer 2016</i>	MUSC 6220	Music Teaching and Learning
	MUSC 6120	Graduate Music History
	MUSC 6260	Conducting and Rehearsal Techniques 2

Semester 5		
<i>Fall 2016</i>	None	
Semester 6		
<i>Spring 2017</i>	MUSC 6500	Music Education Culminating Project

Program Schedule

SUMMER 2015

EDUC 6030	21st Century Research and Data	3
MUSC 6210	Curriculum and Design in Music Education	3
MUSC 6110	Graduate Music Theory	2
MUSC 6250	Conducting and Rehearsal Techniques 1	1

FALL 2015

MUSC 6450	Practicum 1	1
	Electives selected from:	
MUSC 6900	Special Topics in Music Education	1-3
MUSC 6910	Directed Readings in Music Education	1-3
MUSC 6920	Independent Study	1-3

SPRING 2016

MUSC 6460	Practicum 2	1
	Electives selected from:	
MUSC 6900	Special Topics in Music Education	1-3
MUSC 6910	Directed Readings in Music Education	1-3
MUSC 6920	Independent Study	1-3

SUMMER 2016

MUSC 6220	Music Teaching and Learning	3
MUSC 6120	Graduate Music History	2
MUSC 6260	Conducting and Rehearsal Techniques 2	1
	Electives selected from:	
MUSC 6900	Special Topics in Music Education	1-3
MUSC 6910	Directed Readings in Music Education	1-3
MUSC 6920	Independent Study	1-3

FALL 2016

	Electives selected from:	
MUSC 6900	Special Topics in Music Education	1-3
MUSC 6910	Directed Readings in Music Education	1-3
MUSC 6920	Independent Study	1-3

SPRING 2017

MUSC 6500	Music Education Culminating Project	3
	Electives selected from:	
MUSC 6900	Special Topics in Music Education	1-3
MUSC 6910	Directed Readings in Music Education	1-3
MUSC 6920	Independent Study	1-3

TOTAL 30

Section VII: Faculty

<u>Full-Time Faculty</u>	<u>Highest Degree Earned</u>	<u>Institution</u>	<u>Area of Specialty</u>
Kevin Baker	PhD Curriculum and Instruction	University of Missouri-Columbia	Choral Conducting
Christian Bohnenstengel	DMA Piano	University of Nebraska	Piano
Keith Bradshaw	PhD Composition	University of Minnesota	Theory, Composition
Thomas Herb	DMA Music Education	Conservatory at Shenandoah University	Music Education
Lawrence Johnson	DM Voice Performance	Northwestern University	Voice Opera
Adam Lambert	DMA Trumpet Performance	University of North Texas	Band Conducting
Carol Ann Modesitt	MM Voice	Eastern Kentucky University	Voice, Opera
Virginia Stitt	DMA Oboe	University of Iowa	Woodwinds, Theory, Music Education
Xun Sun	EdD CT Music Education	Teachers College - Columbia University	Orchestral Conducting
Lynn Vartan	DMA Percussion Performance	University of Southern California	Percussion, World Music

<u>Part-Time/Adjunct Faculty</u>	<u>Highest Degree Earned</u>	<u>Institution</u>	<u>Area of Specialty</u>
LeGrand Andersen	PhD Choral Music	University of Utah	Piano, Theory

Olivia Biddle	MM Performance	Royal Northern College	Voice
Tracey Bradshaw	BM Piano Performance & Pedagogy	Brigham Young University	Piano
Tyson Cazier	BM	Berklee College of Music	Guitar, Pop Music
Sara Guttenberg	MM Choral Conducting	University of Michigan - Ann Arbor	Voice, Choral
Douglas Ipson	PhD Music History	Northwestern University	Music History
Jackie Jackson	BS Elementary Education	Southern Utah University	Voice, Music Education
Gregory Johnston	MEd Secondary Education	Utah State University	Clarinet
Willem van Schalkwyk	DMA Piano Performance	University of North Texas	Piano
Ling Yu	MM Viola Performance	University of Missouri Kansas City Conservatory of Music	Viola

September 17, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Science in Chemistry

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Science (BS) in Chemistry. The institutional Board of Trustees approved the degree on April 28, 2014.

Background

DSU currently offers a minor in Chemistry and a Chemistry emphasis under the Integrated Studies bachelor's degree. High student interest in these programs, as well as the BS in Biology, has led the institution to propose the addition of a BS in Chemistry as DSU's first bachelor's degree in the physical sciences. According to the Utah Department of Workforce Services, Chemistry and related fields rank high in terms of employment outlook and high wages. According to the American Chemical Society, unemployment rates for chemistry professionals with a BS or higher are quite low at 3.5%. The DSU proposal also notes that a BS in Chemistry would support rapidly-growing industries in southern Utah.

DSU has tenure-track faculty with terminal degrees spanning the traditional sub-disciplines of Chemistry, with additional part-time faculty holding master's degrees in Chemistry or related fields. The proposal notes this cadre of faculty is adequate to provide the necessary courses to support a BS in Chemistry at its onset, with an additional faculty member in environmental chemistry or materials science to be hired in the near future. Several new upper-division courses and labs would be developed to meet the BS requirements, but would be initially offered on a rotating schedule so as not to adversely affect faculty workloads and lower-division offerings. In terms of facilities, DSU's new Snow Math and Physical Science Building is sufficient to support the proposed BS in Chemistry, and the institution would pursue external funding to purchase costly laboratory equipment.

Other USHE institutions provided considerable and substantive feedback on the DSU chemistry proposal regarding faculty, curriculum, equipment, and library resources. Adding the BS in Chemistry at DSU is important for the institution and region, and DSU was appreciative and mindful of the input from other USHE institutions.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Dixie State University and the Board of Regents. The USHE Chief Academic Officers, with input from chemistry departments at their institutions, are supportive of DSU's request to offer a Bachelor of Science in Chemistry. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State University to offer a Bachelor of Science in Chemistry.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Dixie State University
Bachelor of Science in Chemistry**

Section I: The Request

Dixie State University requests approval to offer a Bachelor of Science in Chemistry effective Fall Semester 2015. The institutional Board of Trustees approved the degree on April 28, 2014.

Section II: Program Description

Complete Program Description

Chemistry comprises the study of matter – from sub-atomic particles to bulk materials – and is sometimes called the “central science.” Recent progress in Chemistry leads to applications in such diverse fields as medicine, materials science, environmental science, fossil fuel and alternative-based power sources, energy security, forensic investigation, nanotechnology, and art conservation. The experimental and analytical aspects of Chemistry attract people who enjoy the challenges of problem solving by applying fundamental concepts and new skills to complex problems that were previously unsolved. Through rigorous coursework and laboratory experience, students will gain the knowledge and skills necessary to understand and address scientific problems that impact society, ranging from new therapeutics in medicine to “smart” plastics and electronics that respond to dynamic environments. As scientific issues continuously play a role in national and local policies, having a basic understanding of chemical principles empowers students to become informed citizens that can help maintain progress in society as new and evolving technological advances and concerns become significant.

The Bachelor of Science in Chemistry program offers courses covering many aspects and sub-disciplines of chemistry, and allows for hands-on experience in laboratory courses and student-driven research projects. Through fundamental topics covered in general chemistry through upper-division courses in more specific areas, students will become familiar with the cross-disciplinary nature of Chemistry and learn the vast fields of science that are impacted by concepts in Chemistry. The program therefore presents a cohesive and comprehensive coverage of chemistry fundamentals and how they are applied to the natural and anthropogenic world that surrounds us. The program also provides students with a firm foundation in integrated concepts associated with Physics, Mathematics, and Biology.

Purpose of Degree

Chemistry is one of the foundational science concepts – it can lead to many different fields and careers that have current and future job market demands. This field covers the more intricate details that control biological processes, alternative and conventional sources of energy, environmental impacts of agricultural processes, and the commercial applications of nanotechnology. The cross-disciplinary reach prepares students for careers in health sciences, materials science and technology, forensics, environmental science, and science education and teaching. Graduates in this field go on to pursue some of the fastest growing professional careers and post-graduate education, and become informed citizens of a society that is so dependent on the emerging opportunities and threats presented by a rapidly- developing technological culture. Offering the Bachelor of Science degree in Chemistry at Dixie State University provides a world of opportunities to students from the regional community to pursue their dreams across the scientific disciplines. With many students coming from the local area, there are currently limited opportunities for degrees in science at Dixie State, and in the life and physical sciences are limited to Biology and

Mathematics. Chemistry is the obvious gap that must be filled to offer students another science degree with such potential for career development. Additionally, with the expected population and business growth in Washington County over the next decade, the Chemistry degree will prepare students to fill job demand as technological and scientific corporations explore the area as their new home. It is critical that DSU trains students for this expected job growth, as well as developing capabilities to collaborate and network with current and future businesses, in order for Dixie to remain a significant asset to the community at large.

Institutional Readiness

Development of the degree in Chemistry will foster an environment conducive to student learning through undergraduate research opportunities and have no negative impact on traditional general-education programs at DSU. General Education courses will continue to be taught by dedicated full-time and adjunct professors. A larger pool of adjunct instructors will be brought in to teach laboratory sections, typically taught by graduate students at larger universities. New, upper-division (3000- and 4000-level courses) will be developed by faculty based on their background and expertise, and will be offered on rotating scheduled to ensure that lower-division courses are not impacted.

Strong support has been voiced for developing a Bachelor’s degree in chemistry from all levels of the DSU administration. New funding support will be needed in the position for a Lecturer/Advisor to help students succeed. This position is funded in all departments on campuses offering Bachelor degrees. Chemical laboratory and safety is overseen by a Chemical stockroom manager to ensure the safety of our students and faculty, and to coordinate with local, state and federal regulations for maintaining a chemical laboratory environment.

In terms of facilities, the new Snow Math and Physical Science Building will be adequate for several years to bring this program to fruition. It is expected that more space may be required in the future as Physical Science Department expands into areas of Engineering, Environmental Science, Geology, and Physics. More immediately there exists a need for equipment required for advanced laboratory courses and to equip the existing chemistry laboratories. Funding for equipment and supplies is being addressed by approaching both external (federal and private donors) and internal (appropriated) funding sources to support procurement. It is expected that funding will lie heavily in the external regime for this process, due to the cost of typical laboratory equipment.

Departmental Faculty

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	1		1
Full-time Non-Tenured	4	2	6
Part-time Tenured			
Part-time Non-Tenured	1		1
With Master’s Degrees			
Full-time Tenured			

Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	5		5
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	1		1
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	1		1
Total Headcount Faculty in the Department			
Full-time Tenured	2		2
Full-time Non-Tenured	4		5
Part-time Tenured			
Part-time Non-Tenured	7		7
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	5.62	2	7.62

Staff

Full-time Lecturer/Advisor – year one

Full-time Chemical Laboratory Manager – year two

Full-time Administrative Assistant – year three

Class and Laboratory Adjunct Instructors – added as needed

Teaching assistants – senior level students to assist but not teach labs.

Library and Information Resources

The American Chemical Society has a certification program for university chemistry departments awarding bachelor degrees in chemistry. This certification program is considered to have very rigorous standards for chemistry departments, one of the standards being student and faculty access to information resources.

The ACS states that,

"An approved program must provide students with the following minimum chemical information resources:

- An approved program must provide access to no fewer than 14 current journals chosen from the CPT recommended journal list (available from the CPT Web site) in either print or electronic form. At least three must come from the general content list, and at least one must come from each area of analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, physical chemistry, and chemistry education. In addition, the library should provide access to journal articles that are not readily available by a mechanism such as interlibrary loan or document delivery services. If primary student access is electronic, cost or impractical times for access should not limit it unduly.

- Students must have print or electronic access to Chemical Abstracts, including the ability to search and access full abstracts."

Dixie State University has access to over 14 CPT-recommended journals and the only information requirement barrier to achieving the ACS standard for certification is one general journal on the list. Currently the chemistry department is working on achieving that last access to complete the qualifications.

Admission Requirements

Most admission requirements for this program are established by the University and School standards. Prerequisites are set by different courses to ensure students are properly prepared for their coursework and program. In general, students will need a C or higher in all courses for graduation, and a cumulative C in both program/Science GPA and overall GPA to graduate with the degree.

Student Advisement

Consistent with University policies, an Advisor familiar with the program as well as careers in Chemistry and related disciplines will advise students about completion requirements, curriculum planning, and options to pursue post-baccalaureate opportunities. A Lecturer-Advisor will advise students as well as teach introductory level courses to help disseminate information about the program and what careers the program can support. In addition to faculty advising, our recently university-sanctioned student Chemistry Club will also become an American Chemical Society affiliated club, which will allow students access to resources to pursuing education and careers in the chemical sciences. This will also provide minimal funds to invite external speakers to talk about careers and aspects of the chemical profession.

Justification for Graduation Standards and Number of Credits

Graduation standards are: (1) Completion of a minimum of 121 semester credits with a minimum of 50 upper-division credits; (2) Overall grade point average of 2.0 (C) or above with a minimum of 2.0 in Major; (3) Residency hours – minimum of 30 credit hours through course attendance at DSU, with at least 15 credits earned in last 45 credits; (4) Completion of GE and specified department requirements; (5) A minimum of 52 credit hours must be in the major with a minimum of 20 credits taken at DSU; (6) Complete all chemistry courses with a minimum grade of (C) or better; and (7) Successful completion of at least two Global/Cultural Perspective courses.

External Review and Accreditation

The department will utilize the American Chemical Society (ACS) as a template and guide, with a plan for ACS accreditation in 5-7 years. The ACS promotes excellence in chemistry education for undergraduate students through approval of baccalaureate chemistry programs. Approved programs offer their students a broad-based and rigorous chemistry education that provides them with the intellectual, experimental, and communication skills to participate effectively as scientific professionals. ACS approval publicly recognizes the excellent chemistry education opportunities provided by an institution to its students. It also provides standards for a chemistry curriculum based on broad community expectations that are useful for a department when designing its curriculum or acquiring resources. The approval process provides a mechanism for departments to evaluate their programs, identify areas of strength and opportunities for change, and leverage support from their institutions and external agencies. The primary requirements for accreditation that are currently missing are generally in the area of laboratory equipment needed for hands-on experience and training in state-of-the-art instrumentation. These are primarily physical resources rather than personnel/capabilities, with expected costs ~\$500k over 5-10 years. As mentioned previously, DSU

will pursue both external and internal support for the costs necessary to meet requirements of ACS accreditation.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	5	5	10	10	20
Total # of Declared Majors in Proposed Program	X	20	25	40	50	50
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	5.62	6.62	6.62	7.62	7.62	8.62
Total Department Student FTE (Based on Fall Third Week)	158.7	165	173	180	189	197
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	28.24	24.9	26.1	23.6	24.8	22.9
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)	NA	NA	NA	NA	NA	NA

Expansion of Existing Program

The Department currently offers a Minor in Chemistry, which tends to be associated with the Bachelor of Science in Biology. During the first year of the Minor being offered, 25 students signed up and expected to graduate this May 2014. At Dixie State, the number of Biology majors are expected to more than double in the next 5 years, and expect the minor in Chemistry and the new major in Chemistry to perform similarly as more students have an interest in pursuing science degrees.

Section III: Need

Program Need

Chemistry is one of the fundamental scientific disciplines that can be applied to several areas of the STEM fields, and therefore can prepare students for many different career fields, from biochemical engineers to analytical laboratory technicians to the medical sciences. Offering the Bachelor of Science degree in Chemistry at Dixie State University provides a world of opportunities to students from the regional community to pursue their dreams across the scientific disciplines. With many students coming from the local area, there are currently limited opportunities for degrees in science at Dixie State, and in the life and physical sciences are limited to Biology and Mathematics. Chemistry is the obvious gap that must be filled to offer students another science degree with such potential for career development.

Labor Market Demand

Chemistry uses fundamental scientific rules and methods to solve complex problems – this is a key skill for many fields, and much of that is learned through laboratory and classroom experiences in chemistry. According to the Utah Department Workforce Services, Chemistry and related fields (Biochemistry, Lab Technicians, etc.) rank statewide as a 5-star rating for having the strongest employment outlook and highest wages. This area has shown ~3% growth over the last several years (with >5% in Biochemistry). It is predicted that there are ~130 new jobs per year in Chemistry across Utah, and Biochemistry and related fields expects over 6,000 new jobs per year nationwide. In the local community of Washington County, Professional Scientific and Technical Services make up approximately 5% of the Private Sector. Additionally, employment in Washington County is up ~30% from 2011. According to the American Chemical Society, the leading professional organization for chemistry in the nation, chemistry professionals with BS or higher degree reported only 3.5% unemployment (compared to >5% in Washington County, and higher nationally). Full time employment in fields associated with Chemistry is at the highest level in 5 years. Unemployment rates tend to be higher for people with B.S. degrees, so one major advantage of providing students with a Chemistry Major is to prepare them for graduate and health professional school to obtain advanced degrees.

Student Demand

There is significant student demand for a Bachelor of Science degree in Chemistry. This is evidenced by nearly a dozen students of the class that graduated spring 2014 expressing that they would have preferred a Chemistry degree to related options (e.g., Biology degree, Integrated Studies with Chemistry Emphasis). Several students each year decide to transfer to other state institutions to complete their Chemistry degrees, rather than remain at DSU. Additionally, over 25 students have applied to graduate with a Chemistry Minor this Spring 2014, which is the first semester that this minor degree is available. Student demand is also proven by the newly formed Chemistry Club, which is a club initiated and managed by students with aims to talk about degrees, careers and opportunities in Chemistry. Also, student interest in research opportunities in chemistry has increased dramatically in the last two years, with 15-20 students involved in chemistry undergraduate research projects as compared to the average 1-2 students performing research before 2012.

Similar Programs

This degree in Chemistry will allow students to pursue a career in the sciences while attending a local open access institution. While this program will offer the same general coursework and nascent research opportunities, the unique location of DSU will allow students to eventually undergo a rigorous course in chemistry while applying knowledge to the vast scientific concerns and interests of the Colorado Plateau and the greater Washington County community. With the role that chemistry plays in ecology, environment, fossil fuels and alternative energies, and water resources and conservation, students at DSU will be able to leverage their surrounding setting to amplify their chemistry education and application. Chemistry is so central to many disciplines and careers in the sciences, government, academia, industry, and progress of the technological age, that they will play a significant role in rapidly growing Washington County, Colorado Plateau, Mojave Desert, and Arizona Strip communities and ecosystems. In addition to the potential utility of a chemistry degree in this region, hosting this program at DSU will attract students both from the immediate community that are committed to managing or conserving their local environment, to students nationwide that are keenly interested in the unique natural resources available only in this region. Other nearby and similar programs in the USHE and Intermountain Region are listed below.

Southern Utah University – Bachelor of Science in Chemistry, with emphases in Professional Chemistry, Health Care, Forensics, Teacher Education
University of Utah – Bachelor of Science in Chemistry, with emphasis in Professional Chemistry; Bachelor of Art in Chemistry, Education
Utah State University – Bachelor of Science in Chemistry, with emphases in Professional Chemistry, Biochemistry, Environmental Chemistry, and Life Science; Bachelor of Arts in Chemistry, Education
Utah Valley University – Bachelor of Science in Chemistry with emphases in Professional Chemistry, Biochemistry, and Forensic Chemistry
Weber State University – Bachelor of Science in Chemistry
Northern Arizona University – Bachelor of Science in Chemistry, Bachelor of Science in Education; Master of Science in Chemistry--Emphasis in Carcinogenesis and Cancer Chemotherapy; Master of Science in Chemistry--Emphasis in Bioorganic and Biomedical Chemistry

Collaboration with and Impact on Other USHE Institutions

DSU's chemistry faculty discussed interest in pursuing a Bachelor of Science in Chemistry at the recent USHE Majors Meeting in September 2013. The news was well received by the attending members and in fact encouraged by departments at the other USHE institutions. DSU chemistry faculty have also discussed this plan with the Chemistry Department at the University of Utah, which receives about 5-10 students each year from DSU who transfer there specifically to pursue a Chemistry Major. They (Dr. Tom Richmond) expect our degree to have only minimal impact on the overall numbers in their undergraduate program. Otherwise, there is little impact on other institutions as most of the students at DSU are from the immediate area or attend DSU due to the open enrollment access. Minimal impacts may be felt by departments in other regional institutions, including University of Nevada – Las Vegas, and Northern Arizona University. The chemistry program at DSU will have a unique emphasis and access to resources based upon the geographical location of campus.

Benefits

The new Bachelor of Science degree in Chemistry will provide USHE a new program to offer local and regional students access to a science degree at an open-enrollment institution, and in a location that is unique geographically from any other program across the country. Recruitment of students into the STEM (Science, Technology, Engineering and Math) fields is crucial for the growth of our economy. The United States Department of Labor, Bureau of Labor Statistics lists industries with the highest published employment for this occupation as: Scientific Research, Pharmaceutical and Medicine Manufacturing, Engineering and Academia. The average salary in Utah for chemists is \$72,480. Chemistry is critical for the continued growth of manufacturing and technology businesses in Utah. Chemistry is a core science, and is an important degree program at every University both in Utah and throughout the world. Dixie State University students and the USHE will be better served by providing the opportunities that a degree in Chemistry provides.

Consistency with Institutional Mission

Dixie State University (DSU) is committed to prepare students for careers in high-demand areas in the state and across the region through personalized teaching and educational experiences. This Bachelor program in Chemistry will provide in-depth knowledge of a crucial and foundational area of science that will prepare students for careers in fields across the rapidly growing STEM areas. As an undergraduate institution, DSU and the Department of Physical Sciences will be able to provide individualized instruction to small classes, something that is not available through the larger, post-baccalaureate USHE institutions that offer similar

Majors in Chemistry. With the rapidly growing industry sector in Utah including Washington County, this program will fit into DSU's mission of meeting the needs of the community as well as the students.

Section IV: Program and Student Assessment

Program Assessment

The student, at the end of any Chemistry Department course:

- Will be able to demonstrate knowledge of the skills required to make informed personal and social decisions about the issues that they will face locally as well as globally.
- Will be able to demonstrate knowledge of basic fundamental laws, concepts, and theories in the physical sciences and be able to apply them to everyday life.
- Will understand the process of science — how scientific knowledge is generated and validated — so that they can make independent, empirical inquiries about the natural world.
- Will be able to demonstrate knowledge of the process of science by being able to interpret data in the form of tables, graphs, and charts and then communicate those findings in oral and or written form.
- In department, students will be assessed every semester both qualitatively and quantitatively to evaluate student achievement and if they are meeting departmental student academic outcomes. Qualitative assessment will be based on randomized evaluation of laboratory reports by at least two faculty members to ensure triangulation validity. This assessment will be used to evaluate the process of science and how the student is applying laws and concepts. Quantitative analysis will be done using ACS standardized exams in the classroom setting and comparing DSU student averages to national averages. ACS standardized exams are available for all levels of chemistry coursework and will allow for understanding students' knowledge level in chemistry.

Expected Standards of Performance

In department, students will be assessed every semester both qualitatively and quantitatively to evaluate student achievement and if they are meeting departmental student academic outcomes. Qualitative assessment will be based on randomized evaluation of laboratory reports by at least two faculty members to ensure triangulation validity. This assessment will be used to evaluate the process of science and how the student is applying laws and concepts. Quantitative analysis will be done using ACS standardized exams in the classroom setting and comparing DSU student averages to national averages. ACS standardized exams are available for all levels of chemistry coursework and will allow for understanding students' knowledge level in chemistry.

An ACS certified chemistry degree signifies that a student has completed an integrated, rigorous program that includes introductory and foundational course work in chemistry and in-depth course work in chemistry or chemistry-related fields. The certified degree also emphasizes laboratory experience and the development of professional skills needed to be an effective chemist. Certification gives a student an identity as a chemist and helps in the transition from undergraduate studies to professional studies or employment.

Section V: Finance

Department Budget

5-Year Budget Projection							
Departmental Data	Current Departmental Budget - Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$803,218	\$45,000	\$848,218	\$40,000	\$888,218	\$90,000	\$978,218
Benefits	\$245,087	\$23,000	\$268,087	\$22,000	\$290,087	\$45,000	\$335,087
Total Personnel Expense	\$1,048,305	\$68,000	\$1,116,305	\$62,000	\$1,178,305	\$135,000	\$1,313,305
Non-Personnel Expense							
Travel	\$25,752	\$1,500	\$27,252	\$1,500	\$28,752	\$1,500	\$30,252
Capital	\$10,810	\$50,000	\$60,810	\$0	\$60,810	\$0	\$60,810
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$63,151	\$5,000	\$68,151	\$5,000	\$73,151	\$5,000	\$78,151
Total Non-personnel Expense	\$99,714	\$56,500	\$156,214	\$6,500	\$162,714	\$6,500	\$169,214
Total Expense (Personnel + Current)	\$1,148,019	\$124,500	\$1,272,519	\$68,500	\$1,341,019	\$56,500	\$1,482,519
Departmental Funding							
Appropriated Fund	\$1,001,638	\$97,000	\$1,098,638	\$66,000	\$1,164,638	\$54,000	\$1,218,638
Other:							
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grants and Contracts	\$0	\$25,000	\$25,000	\$0	\$25,000	\$0	\$25,000
Special Fees/Differential Tuition	\$146,380	\$2,500	\$148,880	\$2,500	\$151,380	\$2,500	\$153,880
Total Revenue	\$1,148,019	\$124,500	\$1,272,519	\$68,500	\$1,341,019	\$56,500	\$1,397,519
Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional	\$94	\$4	\$98	\$2	\$100	\$0	\$100

Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")							
* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.							

Additions to budgets include:

Year 1 – Chemistry Lecturer/Advisor.

Year 2 – Laboratory Manager

Year 3 – Administrative Assistant; Material Science Chemistry professor

Funding Sources

The majority of courses for the Chemistry program are already being taught by existing faculty members, with only a couple of upper division courses left to add. Faculty will teach these courses on rotation, and this will have only a small effect on workload. Laboratory sections that are typically part of a faculty workload will be taught by adjuncts in order to free up full-time faculty to develop and teach upper division courses. We anticipate hiring a material science chemist in the third year. It is anticipated that growth of DSU and the chemistry program will be adequate to fund the additional position.

Reallocation

Not applicable.

Impact on Existing Budgets

Whereas the majority of courses in the program are currently offered by current DSU faculty, there will be no negative impacts on existing budgets.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
General Education Required Courses		
CIS 1200 or CIS 1201	Computer Literacy	0-3
ENGL 1010 or ENGL 1010A or ENGL 1010D	English	3
ENGL 2010 or ENGL 2010A	English	3
LIB 1000 or LIB 1010	Information Literacy	0-1
	Mathematics	3-5
	American Institutions	3-6

Course Prefix and Number	Title	Credit Hours
	Life Sciences	3-4
	Physical Sciences	3-4
	Laboratory Science	1
	Fine Arts	3
	Literature / Humanities	3
	Social & Behavioral Sciences	3
	Exploration	3-5
	Global & Cultural Perspectives	0-3
	Global & Cultural Perspectives	0-3
	Sub-Total	22
Chemistry Program Requirements		
MATH 1210	Calculus I	5
MATH 1220	Calculus II	5
BIOL 1610/15	Principles of Biology I/Lab	5
BIOL 1620/25	Principles of Biology II/Lab	5
PHYS 2210/15	College Physics I/Lab	5
PHYS 2220/25	College Physics II/Lab	5
	Sub-Total	30
Chemistry Core Requirements		
CHEM 1210/15	General Chemistry I/Lab	5
CHEM 1220/25	General Chemistry II/Lab	5
CHEM 2310/15	Organic Chemistry I/Lab	5
CHEM 2320/25	Organic Chemistry II/Lab	5
CHEM 3060/65	Physical Chemistry I/Lab	5
CHEM 3000/10	Analytical Chemistry I/Lab	5
CHEM 3300	Instrumental Lab	4
CHEM 4910	Senior Seminar	1
	Sub-Total	35
Chemistry Elective Courses (core) (must choose at least 3 of the following)		
CHEM 3510/20	Biochemistry I/Lab	4
CHEM 3510/20	Biochemistry II/Lab	4
CHEM 3100	Advanced Inorganic Chemistry	4
CHEM 3070	Physical Chemistry II	5
	Sub-Total	12
Chemistry Elective Courses		
CHEM 4310	Advanced Organic Chemistry I	3
CHEM 4320	Advanced Organic Chemistry II	3
CHEM 4510	Chemistry of Materials	3
CHEM 4700	Special Topics in Chemistry	3-6
CHEM 4800	Independent Research	1-4

Course Prefix and Number	Title	Credit Hours
BIOL 3030	Molecular Genetics	4
BIOL 3150/55	Biostatistics and Lab	3
BIOL 4300/05	Molecular Biology/Lab	2
	Sub-Total	22
Total Number of Credits		121

Program Schedule

Year 1 – Fall semester - 14 hours	Year 1 – Spring semester - 16 hours
CHEM 1210/15 – General Chemistry I/Lab (5) MATH 1210 – Calculus I (5) ENGLISH 1010 – Intro. to Writing(3) LIB 1000 – Information Literacy (1)	CHEM 1220/25 - General Chemistry II/Lab (5) MATH 1220 – Calculus II (5) ENGLISH 2100 – Technical Writing (3) CIS 1200 – Computer Literacy (3)
Year 2 – Fall semester - 15 hours	Year 2 – Spring semester - 15 hours
CHEM 2310/15 – Organic Chemistry I/Lab (5) BIOL 1610/15 – Principles of Biology I/Lab (5) PHYS 2210/15- College Physics I/Lab (5)	CHEM 2320/25 – Organic Chemistry II/Lab (5) BIOL 1620/25 – Principles of Biology II/Lab (5) PHYS 2220/25 – College Physics II/Lab (5)
Year 3 – Fall semester - 16 hours	Year 3 – Spring semester - 15 hours
CHEM 3060/65 – Physical Chemistry I/Lab (5) CHEM 3000/10 – Analytical I/Lab (5) ANTH 1000 – Introduction to Anthropology (3) ARTH 2710 – Art History I (3)	CHEM 3070 – Physical Chemistry II (5) CHEM 3300 – Instrumental Lab (4) CIS computer literacy (3) General or Chemistry Elective (3)
Year 4 – Fall semester – 15 hours	Year 4 – Spring semester –15 hours
CHEM 3510/20 – Biochemistry I/Lab (4) CHEM 3110 – Adv. Inorganic (4) CHEM 4800R – Independent Research (1-3) Chemistry Elective (3) Chemistry Elective (3)	CHEM 3520/25 – Biochemistry II/Lab (4) CHEM 4800R – Independent Research (1-3) CHEM 4910 – Senior Seminar (1) Chemistry Elective (3) Chemistry Elective (3) General or Chemistry Elective (3)

Section VII: Faculty

Tenure-track full-time Chemistry Faculty (alphabetical)

Gabriela Chilom – Ph.D. in Chemistry (South Dakota State University), 2004; M.S. in Physical Chemistry (Polytechnic Institute, Romania), 1898, B.S. in Chemistry (Polytechnic Institute), 1988

Rico Del Sesto – Ph.D. in Organic Chemistry (University of Utah), 2002; B.A. in Chemistry (Colby College, Waterville, ME), 1997

David Feller – Ph.D. in Computational Biochemistry (Brigham Young University), 1989; B.S. in Chemistry and German (Southern Utah University), 1984; A.S. (Dixie College), 1982

Martina Gaspari – Ph.D. in Cell and Molecular Biology (Karolinska Institute, Stockholm), 2006; M.Sc. in Biological Sciences (University of Padua, Italy), 1999

Katherine N. Leigh – Ph.D. in Inorganic Chemistry (University of Memphis), 2014; M.S. in Inorganic Chemistry (University of Memphis), 2013; B.S. in Chemistry and Biology (Southern Utah University), 2006

Wendy Schatzberg – Ph.D. in Chemical Education (University of Northern Colorado), 2009; M.S. in Analytical/Physical Chemistry (Colorado State University), 2007; B.S. in Chemistry (Western Washington University)

Adjunct and Part-time Faculty

Kenneth Pyles – M.S. Chemistry

Sarah M. Black – M.S. Chemistry

David Burr – M.S. Chemistry

Dale Felix – Ph.D. Chemistry

Paul Shirley – M.S. Chemistry

Brian Lefler – M.S. Chemistry

September 17, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Feasibility Study for Walk-in Centers and Services for Veterans

Issue

The attached report was prepared in response to Senate Bill 68 passed during the 2014 legislative session. This legislative action required the Board of Regents to conduct a feasibility study for veterans' centers and services at institutions within the Utah System of Higher Education (USHE) and to provide cost estimates for such services. Academic Affairs staff surveyed the institutions to obtain the required feedback and data and prepared this report based on institutional responses to that survey.

Background

This report provides a summary of current services provided to veterans at each institution within the USHE, identifies and defines four levels of service for veterans based on veteran student enrollment, recommends one of these four levels of service for each USHE institution, identifies service gaps that should be filled for each institution to function at the recommended level of service, and provides cost estimates for each institution to close the identified service gaps.

Based on requirements set forth in Senate Bill 68 and from information obtained from institutions for this feasibility study, it is recommended that the Board of Regents accept this report and its recommendations as specified below:

1. Accept the criteria specified in this feasibility study that will guide institutions in the levels of service provided to veterans, including services associated under each service level as described in Table 2 of this report.
2. Acknowledge the appropriate funding, \$185,000 one-time and \$865,000 on-going, that would need to be allocated by the legislature to enable institutions to function at the recommended service levels indicated in this report.
3. Request that institutions provide an annual report to the Board of Regents that will provide summary information of veterans served as specified in this report and as required by legislation.

4. Recommend that each USHE institution establish a notification process regarding the institution's walk-in veterans' center or services when students apply for admission.

Policy Issues

Institutional presidents, chief student services officers, chief academic officers, chief business officers, staff personnel who provide services for veterans, and budget officers at the institutions have reviewed and have provided feedback on the report. Institutional leaders are supportive of this report and its recommendations. The recommendations made in this report are harmonious with existing Board of Regents policy but may inform future revision of R461, Admissions, Access, and Articulation and other related policies. A legislative allocation would be required to reach the levels of service recommended.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents accept the Feasibility Study for Walk-in Centers and Services for Veterans as provided herein.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Walk-in Centers and Services for Veterans

Recommendations to the Utah State Board of Regents

September 26, 2014

Introduction

Institutions in the Utah System of Higher Education are committed to serving veterans and helping them succeed in achieving their post-secondary educational goals. Assisting veterans is an important element to support the Regents' goal for 66% of Utah adults to possess a college certificate or degree by the year 2020. Additionally, specialized service to veterans provides recognition for the sacrifices and contributions veterans have made to society.

Earlier this year, the Utah State Legislature passed Senate Bill 68, Veterans Centers. This legislation required the Board of Regents to conduct a study to determine the feasibility of providing a veterans' "walk-in center or services at each institution of higher education." Working with the Chief Student Services Officers at each institution, Commissioner's staff members developed a survey document that was distributed to the institutions. Results of this survey became the basis of this feasibility study report.

Survey results provided detailed information regarding the levels of service provided to veterans, specific services provided to veterans, identification of gaps in service, criteria to assess levels of service, criteria to assess when a walk-in veterans center would be appropriate for an institution to provide, estimated costs associated with service enhancement based on a system-wide standard, and estimated costs to implement new walk-in veterans centers where such centers do not currently exist.

Criteria to Determine Levels of Service to Veterans Including Walk-in Veterans Centers

While all institutions within the Utah System of Higher Education (USHE) are responsive in providing services for veterans, the services provided vary from one institution to another. In assessing services it was helpful to consider services by level. In doing so, the following definitions were used:

Level 1- Veterans Support Staff- Institution assigns full-time staff member(s) responsibility to provide services to veterans. These staff members have other responsibilities assigned to them outside their responsibilities to veterans.

Level 2- Dedicated Veterans Support Office- Institution has at least one position assigned to provide services to veterans on a full-time basis.

Level 3- Veterans Services Center- Institution has at least one position assigned to provide services to veterans on a full-time basis and offers expanded services for veterans that serve a variety of veteran needs.

Level 4-Veterans Services with Walk-in Veterans Center- Institution has at least one position assigned to provide services to veterans on a full-time basis, offers expanded services for veterans that serve a

variety of veteran needs, and provides dedicated space for use by veterans. A walk-in veterans' center typically requires additional space and expanded staffing beyond Level 3 services.

Respondents were asked to assess the level at which their institutions provide services to veterans. They were also asked to specify a range of veteran enrollment they believed was reasonable to justify providing each level of service identified above. From this information, it is recommended that the following criteria guide institutions in determining the level of service provided to veterans.

Level 1- Less than 50 enrolled veterans

Level 2- 50 – 249 enrolled veterans

Level 3- 250 – 449 enrolled veterans

Level 4- 450 or more enrolled veterans

Utilizing these criteria, two institutions would need to increase the service level currently provided. Specifically, Southern Utah University would increase from level 1 to level 4, and Utah Valley University would increase from level 2 to level 4. See Table 1 below.

Table 1. Current and Recommended Service Levels for Veterans

Institution	Estimated Veterans Enrolled Fall 2013	Current Self-identified Service Level	Recommended Service Level Based on Proposed Criteria
University of Utah	915	4	4
Utah State University	525	4	4
Weber State University	913	4	4
Southern Utah University	450	1	4
Snow College	46	1	1
Dixie State University	209	2	2
Utah Valley University	900	2	4
Salt Lake Community College	1300	4	4

Services for Veterans

Respondents were asked to identify the services their institutions provide to veterans. These services were derived from conversations and feedback from USHE institutional personnel who work with veterans, conversations with executive officers of the Utah Department of Veterans and Military Affairs, members of the Utah Legislative Veterans Reintegration Task Force (now known as the Veterans' and Military Affairs Commission), personnel on the Utah Veterans Education and Training Working Group, and through information gathered from national bodies including the American Council on Education and the Servicemembers Opportunity Colleges.

Table 2 below provides a breakdown of the services institutions indicated they were currently providing at the time the survey was completed, which services could be provided without additional costs, which

services could be provided with additional funding, and in a few cases which services would not be feasible to provide even if additional funding were available. Notwithstanding the general service levels described above, survey results showed that to varying degrees all institutions would need to increase services to veterans in order to offer all services within an institution's recommended service level. It is recommended that an institution would provide a substantive portion of the services under a given service level to be considered functioning at that level. It is recommended that the following service items be associated with the respective service levels 1, 2, 3, and 4 and that appropriate funding be allocated by the legislature to enable the institutions to function at the recommended service levels so indicated in Tables 1 and 2.

Table 2. Recommended Services for Veterans by Service Level and Institutions

Level 1 - Recommended to be provided by all institutions

	UU	USU	WSU	SUU	Snow	DSU	UVU	SLCC
Advocate for veterans with campus entities and personnel	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided
Award credit to veterans for learning demonstrated through prior military experience and training in accordance with Utah Code 53B-15-107	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided
Commit to practice the principles of excellence est. by Executive Order 13607- Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided
Facilitate certification of United States Department of Veterans Affairs educational benefits	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided
Include statement of veterans preference in institutional employee recruitment and hiring documents	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided
Provide guidance to help veterans complete the application for United States Department of Veterans Affairs educational benefits	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided
Provide guidance to help veterans obtain Utah residency status to qualify for in-state tuition	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided
Support attendance at annual in-state ELR/SAA training for veterans school certifying officials	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided
Commit to practice the criteria established by the Servicemembers Opportunity Colleges Consortium	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Add w/o Cost
Defer tuition or billing until veteran educational funds are available	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Add w Cost
Provide guidance to support veterans with admission into educational programs at the institution	Currently Provided	Currently Provided	Add w/o Cost	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Add w Cost
Work with veterans and academic personnel to assist in resolving enrollment and program entry requirement issues	Currently Provided	Currently Provided	Add w/o Cost	Currently Provided	Currently Provided	Currently Provided	Add w Cost	Add w Cost
Utilize the resources available in the American Council on Education's Toolkit for Veteran Friendly Institutions	Currently Provided	Add w/o Cost	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Add w Cost	Add w Cost
Develop tracking system to identify all enrolled veterans each semester including those using VA benefits and those not using VA benefits	Currently Provided	Add w/o Cost	Currently Provided	Add w Cost	Add w Cost	Add w Cost	Add w Cost	Add w Cost

Level 2 - Recommended to be provided by U of U, USU, WSU, SUU, DSU, UVU, and SLCC
 Service items included in Level 1 above plus the following:

	UU	USU	WSU	SUU	DSU	SLCC	UVU	Snow
Participate in the United States Department of Veterans Affairs work study program	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Add w/o Cost	Not Feasible
Establish an office that serves as a central point of service for veterans	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Add w/o Cost	Add w Cost
Provide orientation services for veterans who have been recently admitted to the institution	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Add w/o Cost	Add w Cost
Support professional development of veterans service personnel at annual out-of-state meetings such as WAVES or NAVPA	Currently Provided	Currently Provided	Currently Provided	Not Feasible	Currently Provided	Currently Provided	Add w/o Cost	Add w Cost
Contact enrolled veterans each semester and invite them to take advantage of services available to them	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Add w/o Cost	Currently Provided	Currently Provided	Add w Cost
Establish a standing committee composed of academic and student services personnel to discuss common veterans' issues and make recommendations to appropriate individuals and groups for improvement	Currently Provided	Currently Provided	Currently Provided	Add w/o Cost	Currently Provided	Currently Provided	Add w Cost	Currently Provided
Upon admission identify and contact veterans to make them aware of veterans services at the institution	Currently Provided	Currently Provided	Currently Provided	Add w/o Cost	Currently Provided	Not Feasible	Currently Provided	Add w Cost

Level 3 - Recommended to be provided by U of U, USU, WSU, SUU, UVU, and SLCC
 Service items included in Levels 1 and 2 above plus the following:

	UU	USU	WSU	SUU	DSU	SLCC	UVU	Snow
Provide a formal process for veterans issues to be represented or heard within student government or student body organizations	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Add w/o Cost	Currently Provided	Add w Cost
Assist veterans to transition from school to the workplace	Currently Provided	Not Feasible	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Currently Provided
Contact enrolled veterans each semester to assist them with retention and completion	Currently Provided	Currently Provided	Add w/o Cost	Currently Provided	Currently Provided	Not Feasible	Currently Provided	Currently Provided
Develop and implement outreach training and/or materials designed to help members of the campus community better understand needs and issues of veterans	Currently Provided	Currently Provided	Currently Provided	Add w/o Cost	Currently Provided	Currently Provided	Not Feasible	Currently Provided
Provide an academic outreach program to help underprepared veterans achieve success in college courses	Currently Provided	Currently Provided	Currently Provided	Add w/o Cost	Currently Provided	Currently Provided	Not Feasible	Currently Provided

Level 4 - Recommended to be provided by U of U, USU, WSU, SUU, UVU, and SLCC
 Service items included in Levels 1, 2, and 3 above plus the following:

	UU	USU	WSU	SLCC	SUU	DSU	UVU	Snow
Provide a walk-in center for veterans	Currently Provided	Currently Provided	Currently Provided	Currently Provided	Add w/o Cost	Currently Provided	Currently Provided	Not Feasible

Estimated Costs

Detailed cost information is shown in the tables below. Cost information reflects salaries and benefits that are in addition to Veterans Administration work-study funds. Tables 3 and 4 reflect costs associated with increasing services to veterans consistent with each institution's recommended service level. Tables 4 and 5 reflect costs associated with establishing walk-in veterans centers where such centers do not yet exist. Table 7 provides summary cost data.

Table 3. One-time Costs: Enhancement of services for veterans and increase in service levels

Cost Item	U of U	USU	WSU	SUU	Snow	DSU	UVU	SLCC	USHE Total
Acquisition of Space		5,000							5,000
Remodeling		5,000							5,000
Furnishings		20,000			2,000				22,000
Full-time Salaries		36,650							36,650
Full-time Benefits		16,126							16,126
Part-time staff wages beyond veterans work-study positions									
Part-time staff benefits beyond veterans work-study positions									
Operations and Maintenance									
Current Expense		2,000							2,000
Travel, out-of-state		5,500							5,500
Travel, in-state		1,200							1,200
Other costs (specify) SUU- Marketing publications, Veteran Orientation, On-line tracking questionnaire				13,000					13,000
Total Costs		91,476		13,000	2,000				106,476

Table 4. On-going Costs: Enhancement of services for veterans and increase in service levels

Cost Item	U of U	USU	WSU	SUU	Snow	DSU	UVU	SLCC***	USHE Total
Acquisition of Space									0
Remodeling									0
Furnishings									0
Full-time Salaries	80,000	73,300	32,000		40,000			84,000	309,300
Full-time Benefits	32,000	32,252	13,760		25,000			40,000	143,012
Part-time staff wages beyond veterans work-study positions		7,500	15,000		3,600				26,100
Part-time staff benefits beyond veterans work-study positions		3,000	1,238		350				4,588
Operations and Maintenance			5,000						6,500
Current Expense		1,500	7,000		3,000				10,000
Travel, out-of-state		5,500	10,000		700		3,200		19,400
Travel, in-state		1,200			300				1,500
Other costs (specify) DSU-tutoring/counseling; SUU-Marketing publications, veteran orientation, student mentors				30,350		2,400			32,750
Total Costs	112,000	124,252	83,998	30,350	72,950	2,400	3,200	124,000	553,150

Table 5. One-time Costs: Walk-in veterans center

Cost Item	U of U	USU	WSU	SUU**	Snow**	DSU**	UVU	SLCC***	USHE Total
Acquisition of Space									0

Remodeling				1,800		9,000	24,000		34,800
Furnishings				11,000		5,000	6,000		22,000
Full-time Salaries*									0
Full-time Benefits*									0
Part-time staff wages beyond veterans work-study positions									0
Part-time staff benefits beyond veterans work-study positions									0
Operations and Maintenance									0
Current Expense				8,000			13,164		21,164
Travel, out-of-state									0
Travel, in-state									0
Other costs (specify)									0
Total Costs				20,800		14,000	43,164		77,964

Table 6. On-going Costs: Walk-in veterans center

Cost Item	U of U	USU	WSU	SUU	Snow**	DSU**	UVU	SLCC***	USHE Total
Acquisition of Space						12,000			12,000
Remodeling									0
Furnishings									0
Full-time Salaries*				35,500			38,580	38,211	112,291
Full-time Benefits*				14,910			26,379	26,000	67,289
Part-time staff wages beyond veterans work-study positions				16,320		30,000	20,680		67,000
Part-time staff benefits beyond veterans work-study positions							2,225		2,225
Operations and Maintenance						9,000			9,000
Current Expense				7,700			20,000		27,700
Travel, out-of-state				2,500		2,000			4,500
Travel, in-state				1,500		1,000			2,500
Other costs (specify) DSU-technology, wiring, computers/phone						7,000			7,000
Total Costs				78,430		61,000	107,864	64,211	311,505

*Includes costs only when a full-time person is not currently employed who could oversee the day-to-day operations of the walk-in veterans center.

**Recommendation for DSU is service-level 2. A walk-in center for DSU is optional. Due to Snow college's veteran enrollment, a walk-in center is not recommended.

**Salt Lake Community College has operated a high-level walk-in veterans center since 2008 and reported that it would not need additional funding to bring its level of service to meet all service items identified in the survey. Nonetheless, SLCC identified a number of ways in which its service to some 1,300 veterans could be strengthened across its campuses and seeks funding to achieve this objective.

- One full-time academic/persistence/outreach advisor to work with veterans at all campuses
- One full-time specialist/technician/school certifying official for the South City Campus

- One full-time secretary/administrative assistant at the Taylorsville Redwood Campus

Institutions would receive the following total funding to meet the service levels set forth in this document.

Table 7. Total Funding Needed

Funding Category	U of U	USU	WSU	SUU	Snow	DSU	UVU	SLCC	USHE Total
One-time	0	91,476	0	33,800	2,000	14,000	43,164	0	184,440
On-going	112,000	124,252	83,998	108,780	72,950	63,400	111,064	188,211	864,655

Consistent with requirements made in Senate Bill 68, it is recommended that the Board of Regents acknowledge the costs above that would need to be allocated by the legislature during the 2015 session in order to fund the increase in services to veterans as outlined in this report.

Follow-up Reporting to the Board of Regents

Contingent upon legislative funding, at the end of the 2015-2016 fiscal year, institutions shall report progress toward implementing the service gaps identified in this report.

Additionally, it is recommended that each USHE institution provide an annual report to the Board of Regents. This report will cover the most recently completed fiscal year and would be due September 30. The report should contain the following information:

1. Number of veterans enrolled each semester at the institution who used veterans administration educational benefits
2. Number of enrolled veterans who utilized services of the institution's veterans support office each semester
3. Credits awarded to veterans for previous military service and training
 - a. Number of veterans awarded credit for previous military service and training
 - b. Total credits awarded to veterans for previous military service and training

Summary of Recommendations

Based on requirements set forth in Senate Bill 68 and from information obtained from institutions for this feasibility study, it is recommended that the Board of Regents:

1. Accept the criteria specified in this feasibility study that will guide institutions in the levels of service provided to veterans including services associated under each service level as described in Table 2 of this report.

2. Acknowledge the appropriate funding that would need to be allocated by the legislature to enable the institutions to function at the recommended service levels indicated in this report. Total funding includes \$184,440 of one-time funds and \$864,655 of on-going funds.
3. Request that institutions provide an annual report to the Board of Regents that will provide summary information of veterans served as specified in this report.
4. Request that each institution within the Utah System of Higher Education establish a notification process regarding the institution's walk-in veterans' center or services when students apply for admission.

Addendum

The following is taken from Snow College's response to two of the service items that were deemed by the College to not be feasible to implement: 1) Past experience with the work study program have proven it to be complicated and fraught with red tape which has not been cost effective for the benefit received; 2) Processes are already in place for any group of students or individual student to voice issues of concern to student leaders.

September 17, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Concurrent Enrollment (CE) Update: Enrollment Summary, Technology-Intensive Concurrent Enrollment (TICE) Update, Snow College Concurrent Education Program (CEP) Initial Report

Issue

Concurrent enrollment continues to be a highly valued service that gives qualified high school students access to college-level classes in their high schools. The Office of the Commissioner of Higher Education (OCHE) staff and Snow College provost will provide a summary of the annual data on the state concurrent enrollment program and reports on the progress to date of the TICE and the Snow College Concurrent Education Program.

Background

During FY2012-13, 27,444 secondary students participated in the state concurrent enrollment program, earning 189,417 semester credit hours. Sixty-five percent of the credits earned fulfill general education requirements; 77% of enrolled students received instruction from USHE faculty, generally over Interactive Video Conferencing (IVC); 145 high schools participated in the program.

Two programs illustrate USHE's efforts to assure access to concurrent enrollment courses for all qualified Utah secondary students:

- Technology Intensive Concurrent Enrollment (TICE): TICE courses are hybrid (blended on-line and in-classroom instruction) concurrent enrollment courses that increase college preparation and access; ensure high quality curriculum; and, when possible, include common course assessments and utilize open education resources. TICE courses were developed by teams including Utah System of Higher Education (USHE) faculty and public educators. All USHE institutions may choose to offer TICE courses.
- Snow College Concurrent Education Program. The Snow College program was established with passage of SB 38 *Snow College Concurrent Education Program* during the 2014 General Session. Snow College is charged to provide a consistent two-year CE course schedule delivered over IVC; create a pathway for students to earn credit that applies toward an associate degree or satisfies scholarship requirements; and include advisory support to secondary students to ensure their

courses align to academic and career goals. Snow College spent the past summer adding to its concurrent program offerings to meet the charges of this new program.

Policy Issues

There are no policy issues associated with this item. The state concurrent enrollment program operates under Regents' Policy R165 (Concurrent Enrollment). The revisions to R165 approved by the Regents May 2014 include references to TICE and the Snow CEP.

Commissioner's Recommendation

This item is information only; no action is required.


David L. Buhler
Commissioner of Higher Education

DLB/CMG
Attachments




FY1213 CE Program Summary

- 27,444 students, 36.6% of juniors and seniors from 145 high schools earned 189,417 semester credit hours
- ENGL 1010 and MATH 1050 were top enrolling courses
- 65% of credits earned fulfill GenEd requirements
- 3/4 of concurrent courses were taught by high school teachers/adjunct instructors
- USHE faculty teach the majority of credits delivered over IVC to rural LEAs




CE Encourages College Going

- Students choosing to take a rigorous CE class are more likely to go directly to college and to persist to the second year of a postsecondary instruction.
- The CE program saved students an estimated \$27 million in tuition and fees.



CANU CE Pilot Study/Hillcrest HS

- Use CE to recruit underrepresented students to college
- Develop alternative process to identify students to take a CE course
 - Class includes financing college and exploring careers as part of curriculum
 - Take students on two campus tours
- Both cohorts demonstrated "middle performing" students can be successful in a rigorous college class and may become motivated to actively pursue a college education.
- Funded by a College Access Network of Utah subgrant



Technology Intensive Concurrent Enrollment (TICE)

- Develop hybrid courses having a blend of both in classroom and on-line learning activities
- Increase college preparation and access
- Ensure high quality curriculum
- When possible, include common course assessments & utilize open education resources
- Courses developed by teams including USHE faculty and public educators
- All USHE institutions may choose to offer TICE courses
 - Funded by an Excellence in Education appropriation



TICE Courses/Pilot Enrollments

- Highly transferrable general education courses and select CTE courses
- Courses with a history of high CE enrollments

	FALL 2012	FALL 2013
# GenEd sections offered	20	53
# CTE sections offered	0	16
Total enrollments	456	1305
	SPRING 2013	SPRING 2014
# GenEd sections offered	17	32
# CTE sections offered	0	8
Total enrollments	233	1118



Testimonials from TICE Academy participants:

- TICE is “perfect for rural schools.”
- TICE is “valuable.”
- TICE courses are great because they are “ready to use.”
- “I like having the course prepared in CANVAS and using CANVAS as a teaching/learning vehicle.”
- TICE is “cutting edge.”
- “Good option for providing opportunities for students.”



Snow College IVC Initiative
Fall 2014 Update

Steve Hood, Snow College

SB 38 Snow College Conc Ed Program

- Provide a consistent two-year CE course schedule delivered over IVC
- Create a pathway for students to earn credit that applies toward an associate degree or satisfy scholarship requirements
- Include advisory support to secondary students to ensure their courses align to academic and career goals
 - Enacted 2014 General Session



Fulfilling Snow’s Legislative Charge

- SUMMER 2014
-
- Contacted rural districts
 - Worked with Utah Rural Schools Association to ask urban districts to give rural districts priority registration for IVC courses
 - Executed a cooperative agreement with USU on right of first refusal
 - Met with all USHE CE partners
 - Completed first faculty and advisor hires
 - Distributed CE IVC course list to districts



Faculty and Staff Training

- Hired 7 IVC program professors
- Hired 3 IVC programs advisors
- Conducted in-person training for faculty, advisors, and district personnel which covered best practice:
 - Pedagogical theory
 - First lecture prep
 - IVC equipment use, practice and critique
 - Role assignments and responsibilities
 - Effective use of academic advisors and IVC facilitators
 - Working with districts



Fall 2014 IVC Course Offerings

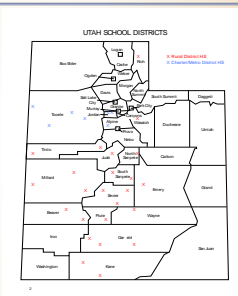
- Added 2 lab-based science courses
- Substituted more highly transferrable GenEd courses
- Nearly doubled number of sections offered

	FALL 2013	FALL 2014
# unique IVC courses offered	12	18
# labs offered	1	2
Total No. sections offered	16	30
# unique general educ. courses offered	12	16
# unique credits available	34	59



Fall 2014 Enrollments

- Snow enrolled IVC students in:
- 33 high schools, 23 rural
 - 14 of 26 rural districts
 - 917 enrollments Fall 2014 (had projected 1363 enrollments for Fall 2014 and Spring 2015 combined)



Spring 2015 IVC Course Offerings

- Repeated 2 lab-based science courses
- More than double number of sections offered

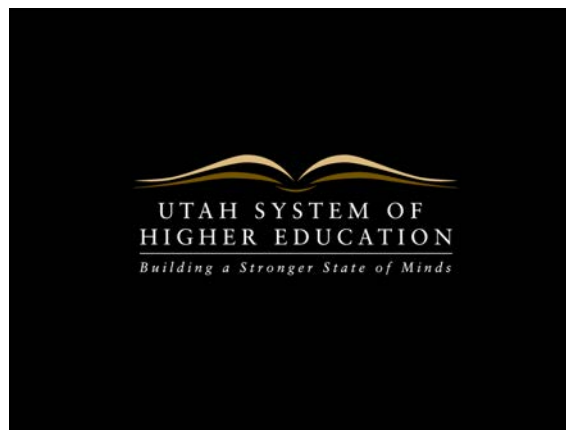
	SPRING 2014	SPRING 2015
# unique IVC courses offered	11	23
# labs offered	0	2
Total # sections offered	14	38
# unique general educ. courses offered	11	21
# unique credits available	34	73



Snow College IVC Student Projections



Academic Year	No. IVC Courses	Enrollments
2013-14	13	652
2013-15	20	1363
2015-16	32	2274
2016-17	36	3439



TICE Fall 2012 Pilot/Student Enrollments

Enrollment data received from institutions 10/23/12

Institution	Course	Enrollments	District
UVU	Art 1010	64	Alpine/Wasatch
SNOW	ART 1010	17	Juab
DSC	ART 1010	11	Washington
SLCC	ART 1010	24	Granite
WSU	ENGL 1010	87	Davis/Weber
SLCC	ENGL 1010	58	Canyons
UVU	MAT 1010	12	Nebo
DSC	MATH 1010	33	Washington
SNOW	MATH 1030	10	Sevier
SLCC	MATH 1030	5	Granite
USU	PSY 1010	108	Cache
SLCC	PSY 1010	27	Charter

TOTAL Enrollments 456

TICE Fall 2013 Pilot/Student Enrollments

Enrollment data received from institutions 10/31/13

Institution	Course	Enrollments	District
UVU	ART 1010	71	Alpine/Wasatch
SLCC	ART 1010	23	Granite
WSU	ENGL 1010	599	Weber/Davis/Charter/Ogden/Kane
UVU	MATH 1010	31	Rich/Garfield/Nebo
DSU	MATH 1010	10	Kane
SUU	MATH 1010	31	Iron
USU	PSY 1010	31	Cache
SLCC	PSY 1010	25	CHARTER
UVU	CHEM 1010/1015	39	Alpine/Davis
SLCC	HUM 1010	221	Granite/Jordan
WSU	DET 1060	123	Weber/Park City/Davis
SUU	CCET 1010	5	Juab/Soan/Sanpete/Iron/Garfield
SLCC	CCET 1010	12	Tooele
UVU	MATH 1050	13	CHARTER
SLCC	MATH 1050	52	Granite/Jordan
SLCC	POLS 1100	19	Jordan/Granite

TOTAL Enrollments 1305

TICE Spring 2013 Pilot/Student Enrollments

Enrollment data received from institutions 05/22/2013

Institution	Course	Enrollments	District
UVU	Art 1010		Alpine/Wasatch
DSC	ART 1010	5	Washington
SLCC	ART 1010	17	Granite
WSU	ENGL 1010	79	Davis/Weber
UVU	MAT 1010		Nebo
DSC	MATH 1010	YEAR LONG	Washington
SLCC	MATH 1030	12	NUAMES
USU	PSY 1010	120	Cache

TOTAL Enrollments 233

TICE Spring 2014 Pilot/Student Enrollments

Enrollment data received from institutions 09/10/2014

Institution	Course	Enrollments	District
UVU	ART 1010	34	Alpine/Wasatch
DSU	ART 1010	9	Granite
WSU	ENGL 1010	377	Weber/Davis/Charter/Ogden/Kane
UVU	MATH 1010	28	Rich/Garfield/Nebo
SUU	MATH 1010	31	Kane
SLCC	MATH 1030	27	NUAMES
USU	PSY 1010	121	Cache
SLCC	HUM 1010	207	Jordan
SUU	CCET 1010	27	Juab/So Sanpete/Iron/Garfield
WSU	DET 1060	74	Davis/Weber/Bonneville/Morgan/Ogden
UVU	MATH 1050	53	Alpine/Charter/Provo
SLCC	POLS 1100	32	Jordan/Granite
SLCC	MATH 1060	74	Jordan/Granite/Charter 2
SLCC	MUSC 1010	24	Jordan/Granite/Charter 2

TOTAL Enrollments 1118

Snow College IVC Concurrent Enrollment Course Schedule

2 September 2014

FALL 2013	Gen Ed	Cr Hr	FALL 2014	Gen Ed	Cr Hr
ART 1010 Intro to Visual Art	FA	3	ART 1010 Intro to Visual Art	FA	3
			BIOL 1110/15 Human Bio/Lab	LS	4
			CHEM 1010/15 Elem Chemistry	PS	4
CJ 1010 Intro to Criminal Justice	SS	3	CJ 1010 Intro to Criminal Justice	SS	3
			CJ 1300 Intro to Corrections		3
COMM 1020 Public Speaking	IR	3	COMM 1020 Public Speaking	IR	3
			COMM 2110 Interpersonal Comm	IR	3
ENGL 1010 Expository Comp	C	3	ENGL 1010 Expository Comp	C	3
ENGL 2230 Myths/Folktales	H	3	ENGL 2200 Intro to Literature	H	3
			FREN 1010 Elementary French I		5
GEOG 1300 Physical Geog/Lab	PS	4	GEOG 1300 People/Places World	SS	3
			MATH 1040 Intro to Statistics	QR	3
MATH 1050 College Algebra	QR		MATH 1050 College Algebra	QR	4
MUSC 1030 Intro to Jazz	FA	3	MUSC 1030 Intro to Jazz	FA	3
PHSC 1000 Interdisc Physical Science	PS	3	PHSC 1000 Interdisc Physical Science	PS	3
POLS 1100 American Natl Govt	AI	3	POLS 1100 American National Govt	AI	3
PSY 1010 General Psychology	SS	3	PSY 1010 General Psychology	SS	3
SOC 1010 Intro to Sociology	SS	3	SOC 1010 Intro to Sociology	SS	3
TOTAL 12 classes 1 lab	12	34	TOTAL 18 classes 2 labs	16	59

SPRING 2014	Gen Ed	Cr Hr	SPRING 2015 (tentative)	Gen Ed	Cr Hr
ART 1010 Intro to Visual Art	FA	3	ART 1010 Intro to Visual Art	FA	3
			BIOL 1110/15 Human Bio/Lab	LS	4
			BUS 1210 Personal Finance	SS	3
			CHEM 1010/15 Elem Chemistry	PS	4
CJ 1010 Intro to Criminal Justice	SS	3	CJ 1010 Intro to Criminal Justice	SS	3
COMM 1020 Public Speaking	IR	3	COMM 1020 Public Speaking	IR	3
			COMM 2110 Interpersonal Comm	IR	3
ENGL 1010 Expository Comp	C	3	ENGL 1010 Expository Comp	C	3
			ENGL 2010 Inter Research Writing	C	3
			ENGL 2200 Intro to Literature	H	3
			FREN 1010 Elementary French I		5
GEOG 1300 People/Places World	SS	3	GEOG 1300 People/Places World	SS	3
HFST 1500 Human Development	SS	3	HFST 1500 Human Development	SS	3
			HIST 1700 American Civilization	AI	3
			MATH 1040 Intro to Statistics	QR	3
MATH 1050 College Algebra	QR		MATH 1050 College Algebra	QR	4
			MATH 1060 Trigonometry		2
MUSC 1030 Intro to Jazz	FA	3	MUSC 1010 Intro to Music	FA	3
PHSC 1000 Interdisc Physical Science	PS	3	PHSC 1000 Interdisc Physical Science	PS	3
			POLS 1100 American National Govt	AI	3
PSY 1010 General Psychology	SS	3	PSY 1010 General Psychology	SS	3
SOC 1010 Intro to Sociology	SS	3	SOC 1010 Intro to Sociology	SS	3
			THEA 1013 Survey of Theatre	FA	3
TOTAL 12 classes 0 lab	11	30	TOTAL 23 classes 2 labs	16	73

General Education course type: CORE QR Quantitative Reasoning, C Composition, AI American Institutions; BREADTH FA Fine Art, H Humanities, SS Social Science, LS Life Science, PS Physical Science, IR Institution Specific Requirement.



SNOW COLLEGE -- FALL 2014 EdNet SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 AM	01	02	01	02	01
7:10 AM	MATH 1040-0	MATH 1050-1	MATH 1040-0	MATH 1050-1	MATH 1040-0
7:20 AM					
7:30 AM					
7:40 AM					
7:50 AM					
8:00 AM	03	04	03	04	03
8:10 AM	04	07	04	07	05
8:20 AM	POLS 1100-0	MATH 1050-0	POLS 1100-0	MATH 1050-0	POLS 1100-0
8:30 AM	MATH 1050-1		MATH 1050-0		ENGL 1010-0
8:40 AM	ENGL 1010-0		ENGL 1010-0		
8:50 AM					
9:00 AM	09	10	09	10	09
9:10 AM	10	11	10	11	10
9:20 AM	PSY 1010-0	ART 1010-1	PSY 1010-0	ART 1010-1	PSY 1010-0
9:30 AM	SOC 1010-0		SOC 1010-0		SOC 1010-0
9:40 AM	FREN 1010-0		FREN 1010-0		FREN 1010-0
9:50 AM					
10:00 AM	15	17	15	17	15
10:10 AM	17	18	17	18	18
10:20 AM	ENGL 1010-1		ENGL 1010-1		ENGL 1010-1
10:30 AM	21	PHSC 1000	21	PHSC 1000	
10:40 AM		CJ 1300-0		CJ 1010-1	CJ 1300-0
10:50 AM					
11:00 AM	19	22	19	22	19
11:10 AM	20	23	20	23	20
11:20 AM	ENGL 1010-2	COMM 2110-0	ENGL 1010-2	COMM 2110-0	ENGL 1010-2
11:30 AM	COMM 1020-0	MUSC 1030-0	COMM 1020-0	MUSC 1030-0	GFOG 1300
11:40 AM	GEOG 1300		GEOG 1300		
11:50 AM					
12:00 PM	25	26	25	26	25
12:10 PM	26	27	26	27	26
12:20 PM	CJ 1010-0		CJ 1010-0		CJ 1010-0
12:30 PM	BIOL 1050-0	29	BIOL 1050-0	29	BIOL 1050-0
12:40 PM		30		30	
12:50 PM					
1:00 PM	32	33	32	33	33
1:10 PM	33	34	33	34	34
1:20 PM	34	35	34	35	35
1:30 PM	CHEM 1110-0		CHEM 1110-0		ART 1010-0
1:40 PM	ART 1010-0		ART 1010-0		PSY 1010-1
1:50 PM	PSY 1010-1		PSY 1010-1		

Online
Classes
PE 1096-405
NURP 1000-407

September 17, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Scholars Initiative Annual Report

Background

The Utah Scholars Initiative (USI) was launched in the 2006-2007 school year with a \$300,000 grant from the United States Department of Education and the Western Interstate Commission for Higher Education (WICHE). This business and education partnership sends volunteers into 8th grade classrooms to share a presentation that encourages students to prepare for their future by taking the Utah Scholars Curriculum throughout all four years of high school. In 2006-2007, the Utah Scholars Initiative visited eight middle schools and four high schools, reaching 2,400 students. Each year, USI expands to reach more students: in 2013-2014, USI volunteers presented to more than 29,400 students in 133 schools.

Utah Scholars works with partner districts and schools around the state that serve a large percentage of underserved populations. This intentional outreach effort strives to increase awareness of what it takes to be ready and successful in college and to show that readiness to be achievable. In 2008, the Regents' Scholarship adopted the Utah Scholars Curriculum as the course criteria for the Regents' Scholarship. The Regents' Scholarship is currently the financial incentive linked to this program, although the scholarship is available to all Utah students who qualify.

Issue

In the 2013-2014 school year, USI partnered with 84 middle/junior high schools and 53 high schools, up from 72 middle schools and 48 high schools in 2012-2013. Iron County School District joined Utah Scholars this year, bringing Utah Scholars presentations into 13 districts: Alpine, Canyons, Davis, Granite, Iron, Jordan, Kane, Ogden, Park City, Provo, Salt Lake, Tooele, and Washington School Districts. Cache, Nebo, and Garfield School Districts are expected to become partners and begin Utah Scholars presentations in the 2014-2015 school year.

This growth has precipitated a change in our practices. New schools are now asked to take the lead in recruiting volunteers. USI staff provides a guide to new schools, which includes techniques and materials for reaching volunteers. USI continues to train and manage all volunteers through online volunteer management program which permits us to easily communicate school name, address, time, room number, and teacher name for each presentation. Our business partnerships grow in number and geographic diversity each year, in line with partner school expansion. New businesses include: Instructure, NCR, TestOut, and Prince Perleson.

Our volunteer numbers were slightly lower than 2013—129 compared to 134—but these volunteers gave more presentations, bringing the total to 831 presentations. This was made possible in part by a few volunteers who

gave a remarkable number of presentations, including one from Salt Lake Community College who gave 44 presentations, and 15 other volunteers who gave 10 or more presentations during the school year. A complete summary of the year's activities is in the attached 2013-2014 USI Annual Report.

We wish to highlight three programmatic efforts. In February, Erika Norton joined Utah Scholars as the new Utah Scholars Specialist. Erika graduated from Utah State University in 2012 with a degree in Anthropology. After interning in Washington, DC, Erika worked in faculty services at Salt Lake Community College, where she became a Utah Scholars volunteer. Building on that experience, she joined Utah Scholars as a way to intentionally reach under-served students. Erika joins Dr. Christie Fox, Director of Utah Scholars and College Completion, and Melissa Miller Kincart, Assistant Commissioner for Outreach and Access, to continue to strengthen relationships with partner districts and schools.

Two years into a renewed focus on making the Utah Scholars sign-up a more meaningful interaction for students and parents, more than 18,000 students have now pledged to be a Utah Scholar. These students receive grade-appropriate college-going advice and scholarship information each month. Park City, Jordan, Ogden, and Granite School Districts saw the biggest gains in enrollment. Counselors also receive these monthly messages to keep the Utah Scholars Initiative prominent in their minds as they advise students and parents on course selection and future plans. In 2014, 1976 students received the Utah Scholars medallion, up 29% from 2013. We expect this number to continue to grow, as we reach larger numbers of 8th graders each year.

The USI website received a significant upgrade and facelift this year, with support from UHEAA staff. The website now matches the look and feel of the USI publications and offers an easy path for students and parents to sign up and for volunteers to be connected. Schools can download (password protected) USI materials from the Resources page, and all visitors can read quotes from students who heard the presentation.

Monies provided to the State Board of Regents from the U. S. Department of Education's College Access Challenge Grant made USI program sustainability possible from 2008-2014. In 2014, USI operations were moved to the ongoing College Readiness money provided to the Office of Access and Outreach by the legislature. The Utah Scholars Initiative has been instrumental in helping the Utah System of Higher Education maintain capacity and momentum toward increasing academic and financial preparation so more Utah citizens might more fully participate in postsecondary education.

Commissioner's Recommendation

This is an information item only, no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in this memorandum and review the attached annual report, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

David L. Buhler
Commissioner of Higher Education

DLB/MMK
Attachment



UTAH SCHOLARS INITIATIVE

ANNUAL REPORT
2013-2014



WELCOME



We have some great news to share with you in this year's Annual Report. In 2013-2014, our volunteers reached more than 29,000 students. We continue to hear from schools and districts that want our volunteers to talk to their students about preparing for college.

We also added key follow-up messaging with all of the students who register and piloted a more intense 10th grade program, using college students called Utah Scholars Coaches. See page 14 for more details.

As always, we rely on our fabulous volunteers to talk to students about setting goals and stepping up to higher education. Together, we're making a difference in how students think about, prepare for, and enroll in college.

Christie Fox, PhD
Utah Scholars Director





“It got me excited to take classes to
get ready for college.”

-Student, Treasure Mountain Junior High

ABOUT UTAH SCHOLARS

The Utah Scholars Initiative (USI) is a high-impact, academic program intended to motivate students to complete a **defined curriculum** while in high school to better prepare them for college and future employment.

We focus on helping students understand the **academic preparation** needed to succeed in post-secondary education and the workforce.

We provide **communities and businesses** the opportunity to interact with local schools in a meaningful way.



Utah Scholars
graduates receive a
certificate and medallion to
wear at high school
graduation.



4 years/credits of English

Includes: Language Arts 9, 10, 11, 12 or Honors Language Arts, IB Language A, AP English, ENGL 1010 & 2010, if taken as concurrent enrollment.

Does not include: journalism, yearbook, speech, drama, creative writing.

4 years/credits of math

Includes: Math 1, 2, and 3, IB Math, AP Calculus, AP Statistics, Algebra 1, Geometry, Algebra 2. Students must take one class beyond Math 3 or Algebra 2.

Does not include: accounting, financial literacy, basic skills, computer programming.

3.5 years/credits of social science

Includes: geography, world & U.S. history, economics, government, and AP/IB versions of these courses.

3 years/credits of a lab-based science

Must take biology, chemistry, and physics. Students taking concurrent enrollment must complete both a college lecture and a college lab, and both must be reflected on the official college transcript. A college "lecture" combined with a high school "lab" is not sufficient.

Does not include: earth science.

2 years/credits of a world language

Must be the same world/classical language taken progressively in grades 9-12. Includes: American Sign Language, Chinese, French, German, Italian, Japanese, Latin, Russian, Spanish. AP/IB versions of these courses.

Other requirements:

Maintain a 3.0 GPA • Earn a "C" or higher in these courses • Submit an ACT score

USI CURRICULUM

The USI Curriculum is based on national course recommendations that ensure students are prepared for life beyond high school.

The USI Curriculum gives students the foundation to be eligible to apply for scholarships and financial aid.

Students are introduced to the USI Curriculum in their 8th grade year by local community volunteers.



1

Students are better prepared for college level classes.



2

Students receive monthly messages about college preparation, college resources, and tips to stay on-track for college.



3

Student transcripts look better to college admissions and scholarship committees, and students may qualify for more scholarships.



“I liked knowing that I can start applying for scholarships now. I also liked knowing how much things cost.”

-Student, Midvale Middle School

ALPINE

American Fork HS
Lehi HS
Lone Peak HS
Mountain View HS
Orem HS
Pleasant Grove HS
Timpanogos HS
West Lake HS
American Fork JH
Canyon View JH
Frontier MS
Lakeridge JH
Lehi JH
Mountain Ridge JH
Oak Canyon JH
Orem JH
Pleasant Grove JH
Timberline MS
Vista Heights MS
Willowcreek MS

CACHE**

Mountain Crest HS**
Sky View HS**
North Cache Center**
South Cache Center**

CANYONS

Brighton HS
Hillcrest HS
Jordan HS
Albion MS
Butler MS
Eastmont MS
Midvale MS*
Mount Jordan MS
Union MS

DAVIS

Bountiful HS
Clearfield HS
Davis HS
Layton HS
Bountiful HS
Clearfield HS
Davis HS
Layton HS
Northridge HS
Syracuse HS
Viewmont HS
Woods Cross HS
Bountiful JH
Centennial JH
Centerville JH
Central Davis JH
Fairfield JH
Farmington JH
Kaysville JH
Legacy JH

*New schools 2013-14

**New schools 2014-15

USI PARTNER SCHOOLS

GRANITE

Cottonwood HS
Cyprus HS
Granger HS
Hunter HS
Kearns HS
Taylorsville HS
Bennion JH
Bonneville JH
Brockbank JH
Eisenhower JH
Evergreen JH**
Granite Park JH
Hunter JH
Jefferson JH
Kearns JH
Kennedy JH
Matheson JH
Valley JH
West Lake JH

IRON**

Canyon View HS*
Cedar HS*
Parowan HS*
Canyon View MS*
Cedar MS*

KANE

Kanab HS
Kanab MS

JORDAN

Bingham HS
Copper Hills HS
Herriman HS
West Jordan HS
Copper Mountain MS
Elk Ridge MS
Fort Herriman MS
Joel P. Jensen MS
South Jordan MS
Sunset Ridge MS
West Hills MS
West Jordan MS

NEBO**

Maple Mountain HS**
Payson HS**
Salem Hills HS**
Spanish Fork HS**
Springville HS**
Diamond Fork JH**
Mapleton JH**
Mt. Nebo JH**
Payson JH**
Salem JH**
Spanish Fork JH**
Springville JH**

OGDEN

Ben Lomond HS
Ogden HS
Highland JH
Mound Fort JH
Mount Ogden JH

PARK CITY

Park City HS
Treasure Mountain JH

PROVO

Provo HS
Timpview HS
Dixon MS
Centennial MS

SALT LAKE

East HS
Highland HS
West HS
Bryant MS
Clayton MS
Glendale MS
Hillside MS
Northwest MS

TOOELE

Dugway HS
Grantsville HS
Stansbury HS
Tooele HS
Wendover HS
Clarke N. Johnsen JH
Grantsville JH
Tooele JH

WASHINGTON

Desert Hills HS
Dixie HS
Enterprise HS
Hurricane HS
Pine View HS
Snow Canyon HS
Desert Hills MS
Dixie MS
Hurricane MS
Pine View MS
Snow Canyon MS

.....NEW SCHOOLS



Every year, we add new schools to the Utah Scholars Initiative and expand our reach to 8th grade students. Iron County School District joined in 2014, and we look forward to launching the program in Nebo and Cache School Districts in 2014-2015. If your school or district wants to participate, contact us.

“I liked that the [presentation] made me feel that my future is important and that getting into college is important.”

-Student, Clayton Middle School

USI SCHOOLS

133

District	#
Alpine	20
Canyons	9
Davis	24
Granite	18
Iron	5
Jordan	16
Kane	2
Ogden	5
Park City	2
Provo	4
Salt Lake	8
Tooele	8
Washington	12
TOTALS	133

USI ENROLLMENT GROWTH

194% ↑

District	2006-2011	2012	2013	TOTAL	% ↑
Alpine	787	1,876	3,149	5,812	68%
Canyons	225	349	748	1,322	114%
Davis	1,056	1,772	4,249	7,077	140%
Granite	281	566	3,549	4,396	527%
Iron	N/A	N/A	75	75	N/A
Jordan	208	124	1,622	1,954	1208%
Kane	N/A	0	1	1	N/A
Ogden	14	21	161	196	666%
Park City	20	5	192	217	3740%
Provo	12	14	38	64	171%
Salt Lake	48	149	282	479	89%
Tooele	12	414	1,032	1,458	149%
Washington	1,116	1,020	3,466	5,602	239%
TOTALS	3779	6,310	18,564	28,653	

This chart reflects the number of students registered to be Utah Scholars.

BY THE NUMBERS

PRESENTATIONS GIVEN

831

District	2010	2011	2012	2013
Alpine	119	134	140	150
Canyons	33	62	54	45
Davis	151	155	160	162
Granite	89	69	118	125
Iron	N/A	N/A	N/A	22
Jordan	44	67	71	109
Kane	N/A	N/A	1	1
Ogden	28	31	30	27
Park City	10	12	11	12
Provo	31	33	30	36
Salt Lake	42	55	48	53
Tooele	N/A	33	44	39
Washington	44	45	55	50
TOTALS	591	696	762	831

STUDENTS REACHED

29,404

District	2010	2011	2012	2013
Alpine	4,853	4,418	5,479	5,568
Canyons	1,059	2,012	1,700	1,784
Davis	4,765	5,095	5,141	5,287
Granite	3,060	2,415	4,155	4,457
Iron	N/A	N/A	N/A	665
Jordan	1,430	2,064	2,190	4,228
Kane	N/A	N/A	100	62
Ogden	862	890	1,058	831
Park City	330	360	360	391
Provo	915	946	931	1,487
Salt Lake	1,273	1,559	1,438	1,472
Tooele	N/A	952	1,303	1,107
Washington	1,889	1,984	2,032	2,065
TOTALS	20,436	22,695	25,887	29,404

UTAH SCHOLARS GRADUATES

Students who qualify for Utah Scholars Recognition usually meet all the qualifications to apply for the Regents' Scholarship (see page 15).

Many of the Utah Scholars graduates qualify to receive scholarships to help them pay for their education.



USI GRADUATES BY DISTRICT

1,976

School District	2010	2011	2012	2013	2014	TOTAL
ALPINE	161	262	348	558	536	1865
CANYONS	27	86	131	22	210	476
DAVIS	40	118	174	322	393	1047
GRANITE	7	3	18	68	90	186
IRON	NA	NA	NA	NA	15	15
JORDAN	13	32	82	116	218	461
KANE	N/A	N/A	N/A	N/A	0	0
OGDEN	2	1	4	2	1	10
PARK CITY	20	44	40	35	45	184
PROVO	29	32	44	61	62	228
SALT LAKE	71	59	73	84	77	364
TOOELE	N/A	N/A	23	43	53	119
WASHINGTON	44	99	99	214	276	732
TOTALS	414	736	1036	1525	1976	5,687



“[The Utah Scholars Presentation] showed how critical it is to start preparing now. It taught me things I would never have known.”

-Student, Sunset Junior High School

USI PARTNERS

American Fork Chamber of Commerce
AmeriCorps VISTA
AVID
Bank of America
Bank of American Fork
Check City
Cyprus Credit Union
Dixie State University
Echelon Inc.
EnergySolutions, LLC
Imagine Learning
NCR
Salt Lake Community College
SentrX Animal Care
Timpanogos Regional Hospital
United Way of Salt Lake
United Way of Utah County
Utah State University - Tooele
Utah Technology Council
Utah Valley University
Weber State University
Wells Fargo
Westminster College

TOP VOLUNTEERS

DIANE BRADSHAW

44 presentations given
Direct Communications

GREGORY ROBERTS

31 presentations given
Salt Lake Community College

BERDJE BEZDJIAN

22 presentations given
Salt Lake Community College

SARAH JANE-PEDERSEN

21 presentations given
Salt Lake Community College

CLIFF HALL

17 presentations given
Cyprus Credit Union

CYNTHIA GAMBILL

17 presentations given
Corporate Alliance

VILATE VAN LEEUWEN

17 presentations given
Salt Lake Community College

VOLUNTEERS

Our volunteers are heroes: they take time out of their work days to go into 8th grade classrooms to give the Utah Scholars presentation. Our amazing volunteers share their passion by helping students dream big about college. Utah's big college goal to have 66% of our population with a college credential by 2020 relies on people like our volunteers, who want to make a difference.

We recruit volunteers through a variety of ways.

Corporate partnerships: Our corporate partners release employees from work to volunteer a few hours per week. Some

business partners choose a school nearby and agree to provide all of the presentations for that school, forming a strong and lasting relationship with that school.

New schools and their networks: We ask schools new to Utah Scholars to reach out to their networks, PTAs, and community councils to recruit volunteers for their schools. This key initiative allows us to expand our reach.

Word of mouth: We love it when our current volunteers bring a friend to training. We are always looking for new people who want to help students reach their college dreams.

MAKING A DIFFERENCE

129
volunteers from
32 organizations gave
831 presentations reaching

	2010	2011	2012	2013
VOLUNTEERS	191	72	134	129
ORGANIZATIONS	22	24	30	32
PRESENTATIONS	609	699	762	831
STUDENT REACHED	20,600	22,800	25,887	29,404

29,404

students in 2013-2014



WHAT'S NEW

NEW WEBSITE

Have you seen our updated website? Our new site matches our presentation and makes it easy for students and parents to sign up for the Utah Scholars newsletter.

Each month, students receive a newsletter full of grade-specific information on what to do now to be college ready. We also highlight a scholarship for students (yes, even 8th and 9th graders can apply for some scholarships!) and seniors get special information about college and scholarship deadlines and requirements.

Volunteers and schools will also be able to download the Utah Scholars presentation and other materials from the website.

WELCOME TO ERIKA NORTON

We were so lucky this year that Erika Norton joined the Utah Scholars staff. Before she was hired on full-time she was a volunteer for USI.

Erika graduated from Utah State University with a bachelor's degree in anthropology. She has a passion for education and working with under-represented populations.

She has brought new energy, a positive attitude, and her outstanding presentation skills to the USI team.

UTAH SCHOLARS COACHES AND SOPHOMORE PROGRAM

In 2014, Utah Scholars launched a new program, which places college students in 10th grade classrooms for weekly lessons written by the Utah Scholars staff.

The goal of the program is to increase college readiness and awareness for under-represented (first-generation, low-income, and minority) students who could achieve the Regents' Scholarship Base Award but who are not likely to apply for the scholarship and may need additional help applying to college and for financial aid.

Our first year was small but successful. We placed nine Coaches in five schools. More than 50 students received some Utah Scholars "coaching." In 2014 we will focus on four schools, and we are looking at models to increase student participation.



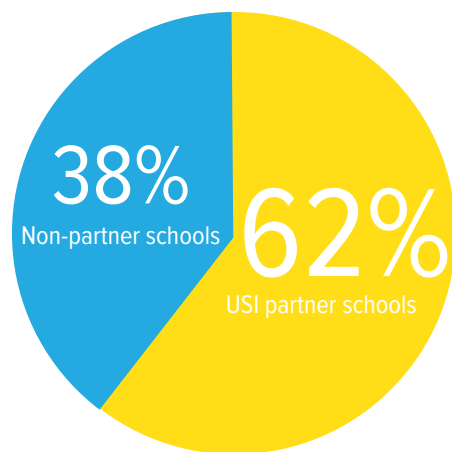
“I loved seeing my students grow as the weeks progressed. It was such a rewarding experience”

Cecilia Cardoza
-Utah Scholars Coach

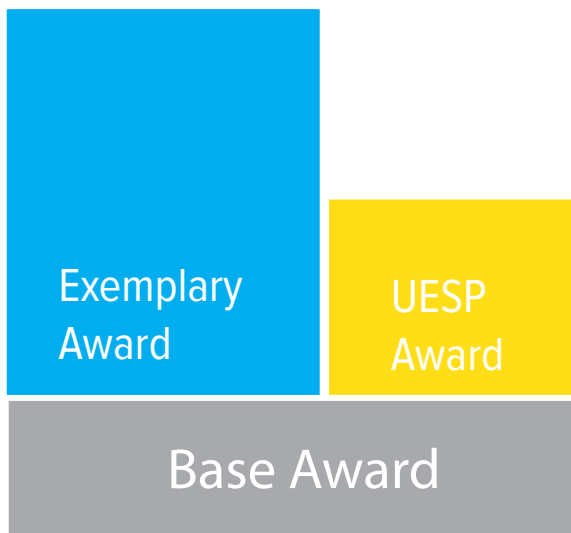
REGENTS' SCHOLARSHIP

Our sister program, the Regents' Scholarship, provides a scholarship of up to \$6400 over two years to students. Students who successfully complete the Utah Scholars curriculum will have met the course requirements to apply for the scholarship. Nearly 4000 Utah seniors applied for the scholarship this year, the majority of whom came from Utah Scholars partner schools. For more information, visit regentsscholarship.org.

62% of all applicants for Regents' Scholarship were Utah Scholars in 2014.



AWARD INFORMATION



The Regents' Scholarship offers three awards. A student can earn a combination of awards: the Base award, Base & UESP, Base & Exemplary, or Base, Exemplary & UESP awards.

BASE AWARD

- \$1,000 one-time award
- Complete the USI Curriculum
- Earn a "C" or higher in each of the core classes
- Earn a 3.0 cumulative GPA
- Submit an ACT score

EXEMPLARY AWARD

- In 2014, \$1,250 per semester. May be renewed for four semesters.
- Complete the USI Curriculum
- Earn a "B" or higher in each of the core classes
- Earn a 3.5 cumulative GPA
- Earn a 26 or higher ACT score

UESP AWARD

- Up to \$400 match
- Meet the BASE AWARD requirements
- Contribute \$100 or more annually to a Utah Educational Savings Plan during the ages of 14-17.

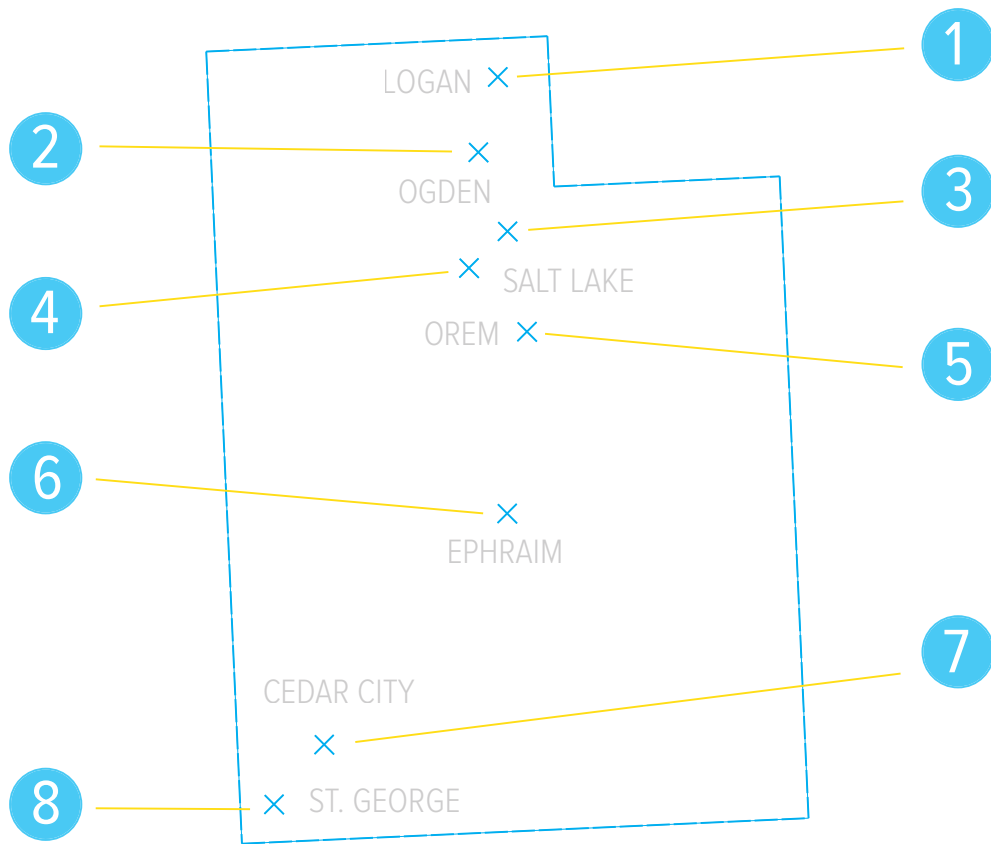
Award amounts are determined annually and are subject to legislative funding and the total number of qualified participants. Therefore, award amounts may be reduced, may vary from year to year, and are dependent on when the recipient is enrolled in college.



“I want to go to college because I want to earn my own living by earning a degree and gaining a career that I love to do. I think it will be tons of fun with all of the new experiences.”

Utah Scholars Sophomore Program Participant
-Ben Lomond High School

USHE INSTITUTIONS



1 UTAH STATE UNIVERSITY
Logan, UT

5 UTAH VALLEY UNIVERSITY
Orem, UT

2 WEBER STATE UNIVERSITY
Ogden, UT

6 SNOW COLLEGE
Ephraim, UT

3 UNIVERSITY OF UTAH
Salt Lake City, UT

7 SOUTHERN UTAH UNIVERSITY
Cedar City, UT

4 SALT LAKE COMMUNITY CLG
Salt Lake City, UT

8 DIXIE STATE UNIVERSITY
St. George, UT

For more info on the Utah System of Higher Education & affiliated institutions, visit
www.higheredutah.org.



“[The Utah Scholars Presentation] helped me to be even more motivated to go to college.”

-Student,
Syracuse Junior High School

“I was able to see what actually happens after high school and how to prepare for college.”

-Student,
Canyon View Middle School

STAY CONNECTED



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@HigherEdUtah
@StepUpUtah



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UtahScholars.org
HigherEdUtah.org
StepUpUtah.com



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The Utah Scholars Initiative Annual Report was paid for by a Grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

September 17, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: StepUp to Higher Education Update and College Guide

Background

For the Utah System of Higher Education to reach the “big goal” of having 66% of Utah’s workforce with postsecondary degrees by 2020, it is essential to increase college participation from student populations who may have never considered higher education as a viable option. The StepUp Utah higher education campaign is a social awareness campaign to reach out to these students, paid for and made possible by a grant from the U.S. Department of Education (the College Access Challenge Grant (CACG)). The campaign encourages all Utah youth to dream big about their futures, and then act on those dreams by preparing for and completing college. Whether aiming for a one-year certificate or a four-year degree, StepUp provides tips, tools, resources and conversation starters on preparing and paying for college so that obtaining a higher education can be a reality for all Utahns.

Issue

The StepUp Utah campaign was launched in Fall of 2012 and centers on a comprehensive website, StepUpUtah.com, which serves as a “front desk” to higher education in Utah. The campaign and website target three key groups with supporting messages: 12 years of age and under: **Encourage the Dream**; youth 12 and over: **Inspire to Act**; and parents, families, mentors and educators: **Support the Journey**. Nearly all of the grassroots efforts strive to promote the website, therefore one of the most important measures to the campaign is web traffic. During the latest reporting period, traffic to the site increased by 116% with 43,996 visits and page views as well as time spent on the website continues to be above industry standards.

The StepUp Facebook page attained 321 additional ‘likes’ this reporting period, which is a 115% increase. The Teen Take Over Facebook contest increased page ‘likes’ by 125, with 8,536 students ages 12-17 engaging with our page during a month-long promotion.

Radio has been another foundational component to support the overall campaign with live D.J. reads and sponsorships. A broad range of talking points were provided for the DJ’s to cover – from paying for college to taking the ACT, and taking the right college prep courses in high school. An estimated 9,300 high school-aged students were directly exposed to our message through radio station community events, van hits, and station remotes at community events (fun runs, haunted houses, RSL game, Hogle Zoo, and concerts). Further, all television and radio media partners matched our media dollars with 1:1 bonus advertising. So for every dollar spent, an additional dollar was given in the form of additional spots, web and email banners, social media posts, and/or community event involvement.

The KJZZ high school sports partnership showcased the StepUp message to over 18,000 fans at 10 high school football games throughout the state with in-game promotions, PA announcements and sideline banners. As an added value we received Larry H. Miller Movie Theater advertising and on-air TV spots.

One the most critical and visible collateral pieces that has been integrated into the campaign is the College Guide publication. This year the guide continues to have a teen magazine feel with an “Instagram” student photo feel and fun facts about Utah colleges and universities. This year we added USHE’s math recommendations, as well as some focus on how junior high students should prepare for college. Further, we added a spread on the importance of taking 15 credits and the back cover incorporates messages to parents on how they can help their children prepare for college.

This year we increased our printing amount by 5,000 for a total of 80,000. A majority of the guides will be distributed to Utah’s high school seniors through Utah Council’s Post High School Tour. Additionally, these guides are being sent to all our Utah Scholars junior high partner schools, USHE ImPACT subgrantees, College Access Network programs, distributed at the annual Counselor Conference, and through several other outreach and access programs. The guides are available free of charge and can be ordered through the StepUp website.

The StepUp Utah campaign is well underway for the 2014-15 academic year. The *Encourage the Dream* campaign will launch a children’s book and worksheets, “*Monte and the World of Possibilities*”, this October in conjunction with the Governor’s Office and KSL. More tools will also be developed to be used in elementary schools, community centers, and afterschool programs such as pencils, bookmarks, and bracelets. The *Inspire to Act* campaign will build upon the “Teen Takeover” work of last year and expand in digital media. Additionally, we are deepening the StepUp brand and resources through the program expansion of Utah College Application Week that is partnering this year with 14 school districts 50 high schools. Finally, the parents/mentors – *Support the Journey* campaign will be a focus of our website overhaul in addition to the creation of videos used to inform parents of the tools and resources to help them support their children’s quest for higher education. These specific parent resources will be developed and supported in conjunction with the Governor’s Office.

Overall, the StepUp campaign, made possible by the CACG federal grant, has helped further the Regents strategic priority of increasing participation in higher education. It has been instrumental in helping the Utah System of Higher Education increase awareness and momentum toward increasing academic and financial preparation so more Utah citizens might participate in postsecondary education.

Commissioner’s Recommendation

This is an information item only, no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in this memorandum and review the attached college guide, and note that further follow-up will be handled by the Commissioner’s Office as part of the Board’s Participation strategic objective.

David L. Buhler
Commissioner of Higher Education

DLB/MMK
Attachment



STEP UP

10

Forward Thinking

4 steps to your future success

12

Teen Takeover

First we blindfolded them.
Then we blindsided them.

14

Road Trip

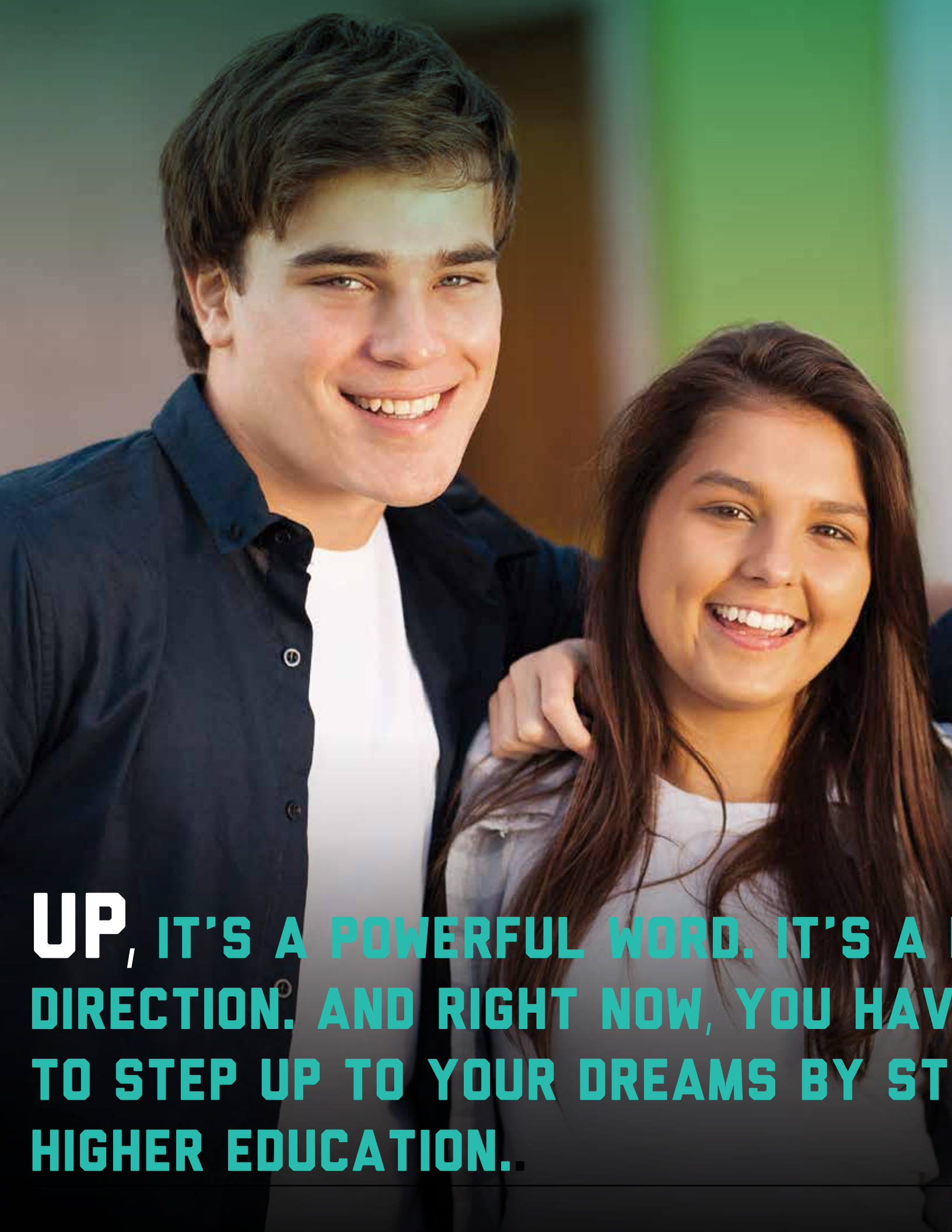
Map out your goals and your
campus tours.

31

FAFSA ASAP

Now is the time to apply for free
money.

College Guide



UP, IT'S A POWERFUL WORD. IT'S A
DIRECTION. AND RIGHT NOW, YOU HAVE
TO STEP UP TO YOUR DREAMS BY GETTING
HIGHER EDUCATION.

A young man and woman are smiling and looking towards the camera. The man is on the right, wearing a plaid shirt over a white t-shirt and carrying a black backpack. The woman is on the left, wearing a blue denim jacket over a white t-shirt. The background is a soft, out-of-focus outdoor setting.

STEPUP[®]

TO HIGHER EDUCATION

**POWERFUL
THE OPPORTUNITY
EPPING UP TO**

COLLEGE GUIDE

INSIDE THE GUIDE

6	College Power Up
8	UtahFutures.org Upgrade
10	College & Career Readiness Follow Up
12	Teen Takeover Shakeup
14	Fun Fact Lineup
16	8th Graders, Prepare to Tear it Up
18	Math Hookup
20	Utah College and University Setup
28	Facts At A Glance Workup
30	Pay Up
32	Finish Up
34	College Terms: Look it Up

Do what you want to do. Be who you want to be. With one-year certificates to four-year degrees and beyond, college can deliver your dreams. Regardless of roadblocks, when you have the desire, it's more than possible—it's inevitable. So don't let anything stand in your way.

How can you start? In your hands at this very moment is a College Planning Guide that will help you every step of the way. Keep it handy and explore its pages for all the tools and tips that can help you make college a reality.



You're going places, and we want to be a part of it. Post a photo of you holding your college guide somewhere that shows us something about your goals for higher education. Maybe it's in front of the building of your dream job. Perhaps it's you in the library, hitting the books. Don't forget to tag us: StepUpUtah (or for Instagram) #StepUpGuide

STEPUP ROUNDUP

1

Visit StepUpUtah.com

Click 'Stay on Track' for a grade-by-grade checklist.

2

Read the College and Career Readiness Recommendations

Go to page 10 to review this important information with parents, counselors or family.



3

Visit UtahFutures.org

Utah's one-stop shop to assist students in education and career planning.

4

Take the Career Interest Inventory at UtahFutures.org

The inventory will help you figure out what careers might interest you the most.



5

Research Colleges Through UtahFutures.org

Which institutions have the degrees that interest you?

6

Set Up a Meeting with Your Counselor

Reviewing your plan to be college- and career-ready is a must.

7

Take Challenging Classes in High School

Advanced Placement (AP), International Baccalaureate (IB), and Concurrent Enrollment (CE) classes help you prepare for college.

8

Talk to Your Counselor, A Lot

Your counselor can give you advice about course choices, college readiness, taking practice tests on UtahFutures.org, signing up for the ACT and SAT, and much more.

9

Visit StepUpUtah.com, Again

Click on 'Financial Aid' to learn about the different options available to help you pay for college.



10

Visit Colleges

Visit different college campuses where you can ask questions, take tours, and get more information on their application procedures and deadlines.

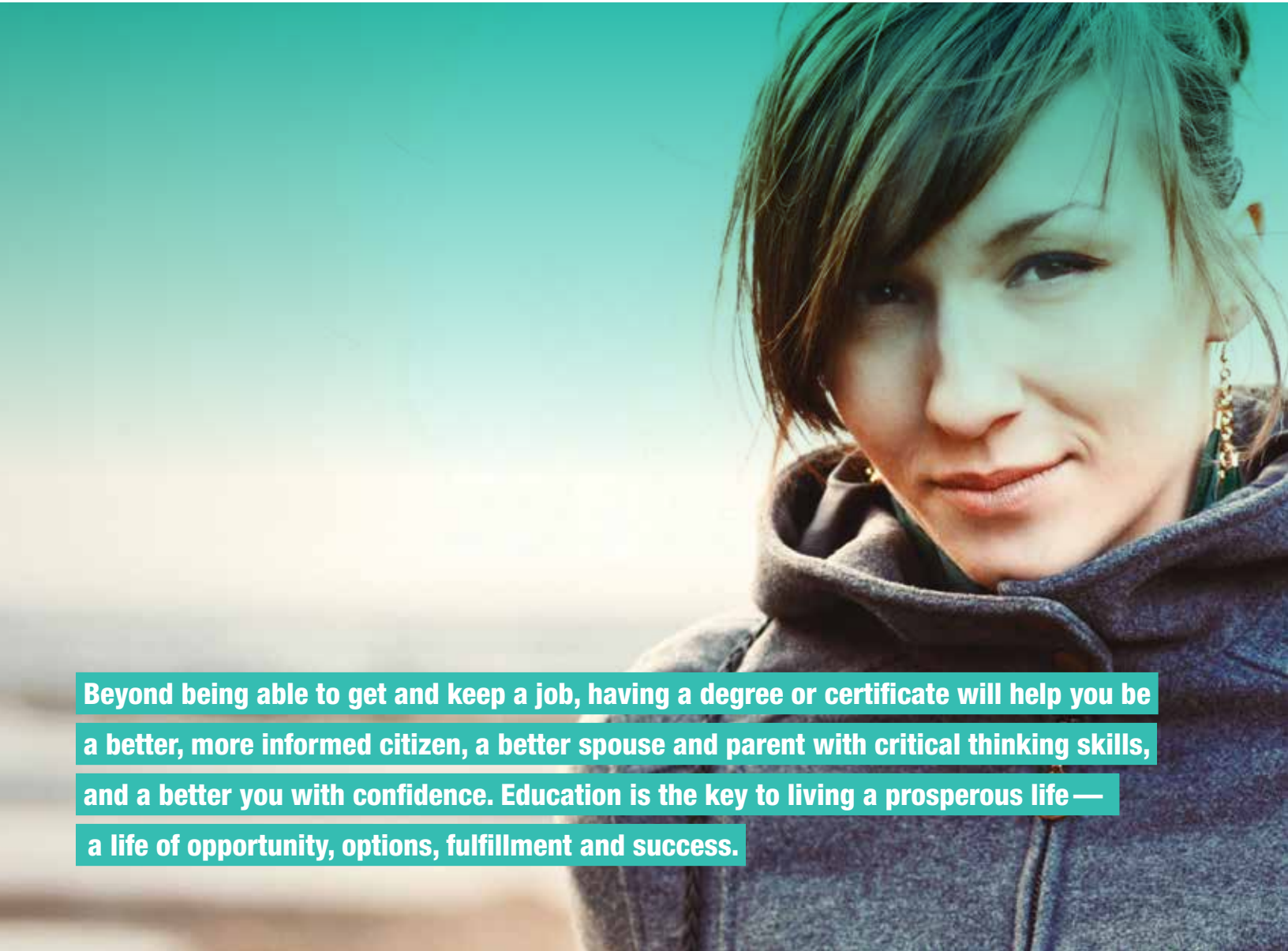


11

Keep Studying and Working Hard

Every year of high school counts toward opening a future full of possibilities.

POWER UP



Beyond being able to get and keep a job, having a degree or certificate will help you be a better, more informed citizen, a better spouse and parent with critical thinking skills, and a better you with confidence. Education is the key to living a prosperous life — a life of opportunity, options, fulfillment and success.

HIGHLIGHTED words can be found in the glossary at the end of this guide.



FROM ONE-YEAR CERTIFICATES TO FOUR-YEAR DEGREES

When you step up to higher education, you invite power into your life. The power of freedom. The power to choose your destiny. You'll feel it when you walk through those college doors, because those doors will open to your dreams, whatever they may be. Maybe an **associate degree** in nursing. Possibly a **bachelor's degree** in business. Even a **certificate** in diesel mechanics or a degree in computer information systems. The options are endless. But here's the great thing: no matter what higher education looks like to you, it means success for everyone in the form of better pay, less unemployment, more security for you and your family, better benefits like health insurance and retirement plans, and most of all, opportunity.

Whether you're after living your passion or earning money, we all know a job is not just a job. There's a lot of variety out there, and going to college can position you for the best opportunities. Did you know the vast majority of jobs in the future will require some level of postsecondary (college) education? It's true. That's why Utah has set the goal to see 66% of our adult population receive a postsecondary education by the year 2020.



How will going to college empower you? Share with us on Instagram #StepUpPowerUp

UPGRADE



Visit www.UtahFutures.org

Click Browse UtahFutures.org to learn more

UTAHFUTURES.ORG

As you know, UtahFutures is an online tool that offers excellent college and career planning steps for students, job seekers, counselors, and parents—all while offering a direct connection to Utah employers. As great as it is, the site is going through an upgrade which will deliver the same valuable information and planning tools with an all-new look. Plus, the course and career plotting experience will be more complete and easier to navigate. Watch for the new website coming in January 2015.

WANT TO BE COLLEGE- AND CAREER-READY? BUILD YOUR PLAN FOR SUCCESS WITH UTAHFUTURE'S TOOLS, INCLUDING:

- ▶ **Find available scholarship opportunities**
- ▶ **Resume building tools**
- ▶ **Occupation index help**
- ▶ **How to land and keep a job**
- ▶ **Job openings**
- ▶ **Vocational practice tests**
- ▶ **Academic practice tests**
- ▶ **Financial aid applications**
- ▶ **Occupational videos**
- ▶ **Volunteer opportunities**



We want you to share your progress. Post your latest success from visiting UtahFutures and tag us: StepUpUtah

FOLLOW UP



Be ready for college and career. Check out these steps, then follow up on your progress.

The Utah State Board of Regents and the Utah State Board of Education believe all students should have education and career goals that will prepare them to experience fulfilling lives, actively participate as educated citizens, and thrive in a particularly competitive and global marketplace. A college- and career-ready student is prepared to succeed in college and in postsecondary workforce training programs. Opposite, you'll find joint recommendations for students to be college- and career-ready.



1 BUILD AN ACADEMIC FOUNDATION

- Take challenging classes in high school to develop an understanding of different subjects and a solid academic preparation for college-level courses.
- Take **Advanced Placement (AP)**, **International Baccalaureate (IB)**, or **Concurrent Enrollment (CE)** classes that lead to college credit and provide direct experience in college-level studies. Select Concurrent Enrollment classes that apply to general education, a certificate, or a degree that fits your educational plans.

2 DEVELOP INTELLECTUAL AND CAREER CAPACITY

- Select courses in high school that challenge the intellect and develop critical thinking, analysis, and problem-solving strategies.
- Practice creative problem solving, increase written and oral communication, teamwork skills, and become technology proficient.
- Establish time management and study habits to prepare for the greater amount of independent work required in college.

3 EVALUATE PROGRESS FOR COLLEGE

- Do the very best academic work possible in every class taken from middle school through the senior year of high school.
- Speak with a counselor about your course choices; ask for advice on enhancing college readiness skills.
- Throughout the middle and high school years, use external methods (such as the **ACT Aspire** or **ACCUPLACER**) to determine how close you are to being ready for college.
- Adjust study habits and school course choices appropriately to address weaknesses and stay on track.

4 EXPLORE POSTSECONDARY OPTIONS

- Visit at least one college campus; take a guided tour and ask questions.
- Learn how much college costs. Submit the Free Application for Federal Student Aid (**FAFSA**) by the priority deadline. Ask a financial aid advisor about **scholarships**, **grants**, **loans**, and **work study**.
- Complete the steps necessary for college entry: take a college entrance exam (**ACT or SAT**) and submit an admission application well before the deadline.



Visit a college campus and post your most interesting shot on Instagram #StepUpTour

TEEN TAKEOVER

Utah high school students were invited to enter a competition that placed them in real jobs that require a real college degree. So, what did our Teen Takeover winners win? A reality check.

Take a look at some Q & As from our brave teens below and see them in action at stepuputah.com/teentakeover



JULIO ROSE PARK, UT

Q: Why did you enter the Teen Takeover Challenge?

A: I want to play professional soccer, but if that doesn't work out the way I want it to, I need to be prepared. The challenge seemed really interesting and I wanted to explore more careers and see what I really want to do.



ANDRIANNA PROVO, UT

Q: What's your biggest motivation for going to college?

A: Probably the people in my life who I've seen go through college. I've seen how much it impacts their lives—how it's affected them and how it's gotten them where they are today. Going to college will help me become an expert in my field. I'll be able to learn about what I want to do and how to do it.



JOE SALT LAKE, UT

Q: Why do you think college would be a good idea?

A: It's important to get a job and be successful. I think my chances of getting a job after college are much better—I know they're much better.

SHAKEUP



NOAH NORTH SALT LAKE, UT

Q: How do you think college will prepare you for the real world?

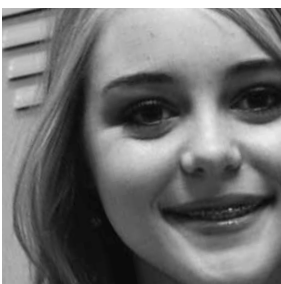
A: After taking all the classes you have to take in high school, you get to take classes you want to take and learn what you're interested in. Beyond learning the special training required for the job you want, you'll learn self-motivation and problem solving that will help you in your life, regardless of what field you decide to go into.



ELVA LAYTON, UT

Q: How did your participation in this challenge change the way you think about going to college?

A: It's always been in my plan to go to college. I've never thought of not going. But after today, it's like, I need to go to college. I was in a workplace with people who knew what they were doing and I didn't. I'm going so I can gain the skills I need for my career, but also for everyday life: how to contribute and be successful.



ELEONORA SALT LAKE, UT

Q: Do you have any friends who are on the fence about going to college? Why would you encourage them to go?

A: I think it's important as a nation to stay competitive globally, but it's also important for the individual. The population is rising and job opportunities are getting smaller. It's going to become even more important for our generation to achieve that higher level of education.

UTAH'S LINEUP

FUN FACTS ABOUT LOCAL COLLEGES AND UNIVERSITIES

1.

Utah State University

ON THE MAP: 80% of USU students live away from home, making USU Utah's largest residential campus. Logan has been ranked as the #2 "Best College Town" in the nation.

2.

Weber State University

ON THE MAP: WSU offers more than 215 undergraduate programs, including the Bachelor of Integrated Studies program, which allows you to create a degree as unique as you.

3.

LDS Business College

ON THE MAP: Weekly devotionals are held in the Assembly Hall on Historic Temple Square.

4.

Salt Lake Community College

ON THE MAP: The College ranks 3rd in the nation in the number of associate degrees awarded.

5.

University of Utah

ON THE MAP: What will you find on campus? A Nobel Prize winner, 15 Guggenheim recipients and the largest student-run venture fund in the United States.

6.

Westminster College

ON THE MAP: Westminster has more than 60 different student clubs and organizations.

7.

Utah Valley University

ON THE MAP: Several times throughout the school year you can enjoy some of the best dining around by visiting Restaurant Forte—a fine-dining restaurant located on UVU's campus and featuring some of the latest creations of our award-winning culinary arts program.

8.

Brigham Young University

ON THE MAP: Live cougars once terrorized the campus (this was back in 1924, and the incident was quickly remedied).

1. Utah State University

2. Weber State University

- 3. LDS Business College
- 4. Salt Lake Community College
- 5. University of Utah
- 6. Westminster College

- 7. Utah Valley University
- 8. Brigham Young University

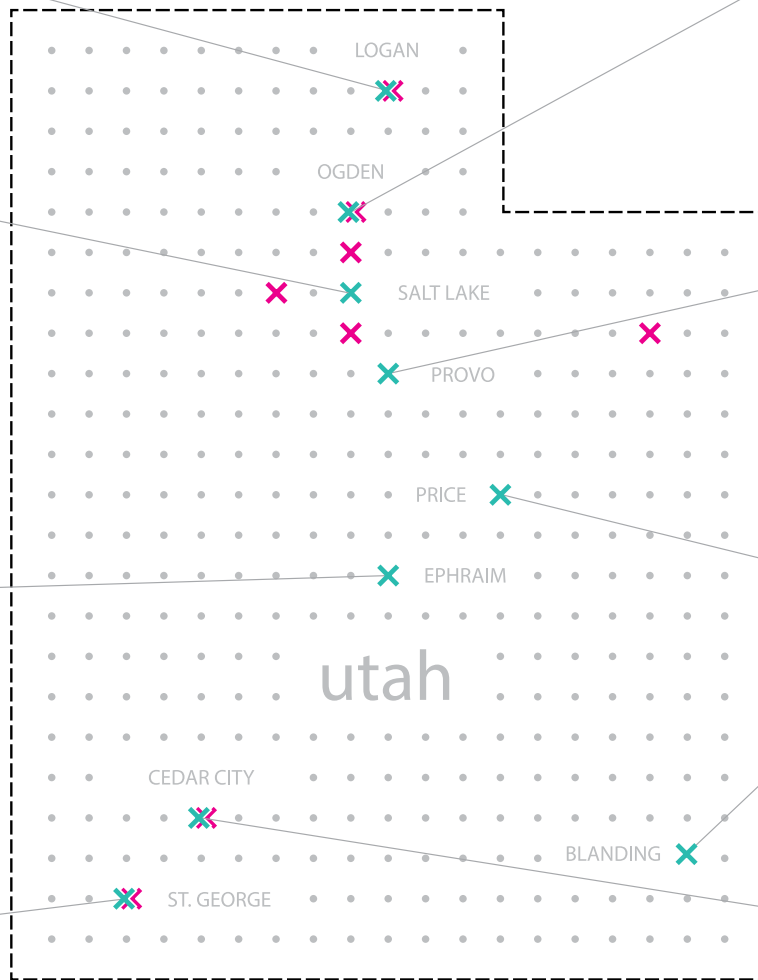
10. Snow College

9. USU Eastern

9. USU Eastern

12. Dixie State University

11. Southern Utah University



13* *Eight UCAT Applied Technology Colleges (ATC's)

9. USU Eastern

ON THE MAP: Home of the Utah raptor made famous in the movie Jurassic Park. If you dare, you can visit this nimble and vicious predator in the college's world-class Prehistoric Museum in Price.

10. Snow College

ON THE MAP: Snow College is surrounded by world-class rock climbing, golfing, fishing, atv/snowmobiling, heritage-rich history, and is only a short drive to most of the state's premier national parks and major cities.

11. Southern Utah University

ON THE MAP: With national and state parks surrounding SUU on all sides, the University has more than 150 chartered clubs and student organizations devoted to exploring our world.

12. Dixie State University

ON THE MAP: Enjoy 300+ days of sunshine and an average temperature of 70 degrees. St. George is ranked by Forbes Magazine as the #1 Happiest City in the U.S. for college graduates.

13. Utah College of Applied Technology

ON THE MAP: UCAT's Applied Technology Colleges have an 88 percent placement rate among students who completed certificate programs. These students were hired in their field or placed in additional education during 2013.

GET READY TO TE



The earlier you start thinking about college, the better. 8th graders, you, my friends, are at an advantage. If you plan now, you can carefully choose the courses to take in grades 9-12, and these courses can make a difference in being ready for college.

First, why college? College allows you to turn what you love into a fun, meaningful career with all kinds of benefits. Enjoy doodling? Try graphic design. Into cars? Try diesel mechanics. Whatever your dream may be, college will help you make it a reality.

AR IT UP



Tweet Dreams: What do you want to be when you 'grow up'? Tell us your dreams and inspire others while you're at it #StepUpDreams

START AND STAY ON THE RIGHT PATH BY FOLLOWING THIS CURRICULUM IN GRADES 9-12:

- ▶ **4 years/credits of English**
- ▶ **4 years/credits of math**
- ▶ **3.5 years/credits of social science**
- ▶ **3 years/credits of lab based science**
- ▶ **2 years/credits of a world language**

- Check in regularly with your counselor and talk to your parents or family members for help in researching course options and special programs available in high school that will give you a step up when it comes to your college interests and goals. One example is the Utah Scholars Initiative. Go online to see if you attend a partner school and are eligible for Utah Scholars benefits: utahscholars.org.
- Take advantage of opportunities to participate in leadership, school, or community activities. You'll be able to learn new things, and it looks great on a college application.
- If you aren't already, start saving for college and prepare now to apply for the **Regents' Scholarship** as well as others. Paying for college is possible.
- Take the right classes, develop strong study habits, keep your grades up, and do well on the ACT. You can do it. For a grade-by-grade checklist, visit stepuputah.com/stay-on-track/grade-checklists/

YOUR MATH HOOKUP



Utah System of Higher Education Recommendations on High School Mathematics Preparation

DO THE MATH. IF YOU FOLLOW THE RECOMMENDATIONS BELOW, YOU'RE MORE LIKELY TO BE READY FOR COLLEGE AND GRADUATE ON TIME. THOSE STATISTICS SOUND PRETTY GOOD TO US. TAKE A LOOK.

Recommendation 1:

Each year in high school (four years), students should take the most rigorous Mathematics course for which they qualify.

Recommendation 2:

All students should successfully complete Secondary Math I, II and III, or Secondary Math Honors I, II and III.

*Note: Secondary Math I, II and III cover more content than Math 1010 (Intermediate Algebra). Math 1010 should not be substituted for any component of the Secondary Math I, II, III sequence.

Recommendation 3:

Students who intend to pursue associates (AA/AS) or **baccalaureate** degrees should complete one or more Mathematics courses from the following list:

RECOMMENDED COURSES BEYOND SECONDARY MATH I, II AND III:

- HS Calculus* or AP Calculus* or IB Math*
- HS Precalculus**
- AP Statistics
- Any other course equivalent to one satisfying a Utah System of Higher Education (USHE) General Education Quantitative Literacy requirement including: Math 1030, 1040, 1050 or any Math course with Math 1050 as a pre-requisite

* Students interested in STEM or other math-intensive careers should take one or more of the classes identified with a single asterisk in advance of high school graduation.

** HS Precalculus covers the content of Math 1050, Math 1060 and some statistics.

COLLEGE & UNIVERSITY SETUP



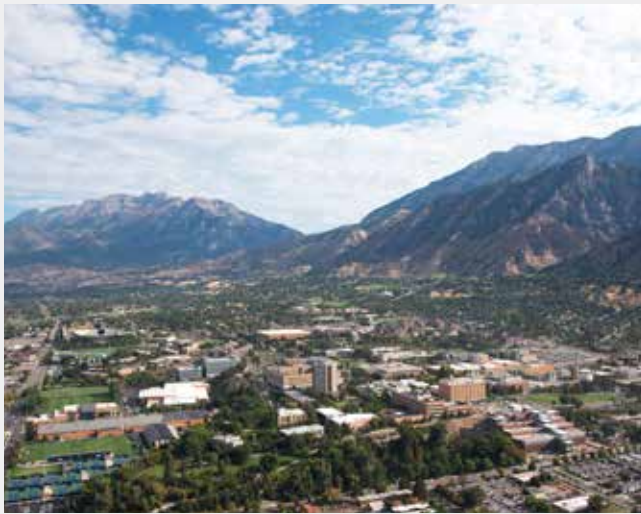
Where are you headed? We want to know which campus you're checking out, along with any of your own observed 'fun facts'. #StepUpCampus



BYU

Brigham Young University

Brigham Young University seeks to develop students of faith, intellect and character who have the skills and the desire to continue learning and to serve others throughout their lives. Established in 1875, the university provides an outstanding education in an atmosphere consistent with the ideals and principles of its sponsor, The Church of Jesus Christ of Latter-day Saints. Recognized for its strong academic programs, BYU is known for its intellectually minded and internationally experienced student body, world-class teaching, and Division I athletic teams.



DSU

Dixie State University

Dixie State University is an open enrollment institution that believes in educational access for all students. Accredited by the Northwest Commission on Colleges and Universities, DSU strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community. Dixie State offers 54 undergraduate programs and 25 highly sought after baccalaureate programs. DSU also remains true to its community college mission by offering associate degrees and certificate programs that meet the needs of students and the community. With the lowest in-state and out-of-state tuition costs of any of Utah's four-year institutions, DSU offers an affordable educational opportunity in a picturesque setting among the red rocks of St. George and Washington County.



Take a Tour

We'll arrange a personal tour for you—contact us one to two weeks in advance to schedule a visit at 801-422-4431.

How to Apply

Online: BeSmart.com
Telephone: 801-422-2507
Deadline: Priority = Dec. 1, Final= Feb. 1

Tuition and Fees

(2 Semesters)
\$5,000 (LDS)
\$10,000 (Non-LDS)

Financial Aid

Direct link to application:
fafsa.ed.gov
Deadline: May 1
Telephone: 801-422-4104

Get in Touch

Visit admissions.byu.edu or call 801-422-5000

Mascot

Cosmo the Cougar



Take a Tour

Tours are offered Monday through Friday, and Saturdays, by appointment. Call today 435-652-7590

How to Apply

Online: www.dixie.edu/futurestudents
Telephone: 435-652-7590
Deadline: Aug. 15

Tuition and Fees

(2 Semesters)
\$4,456 (Resident)
\$12,794 (Non-Resident)

Financial Aid

Direct link to application:
www.dixie.edu/financial
Deadline: None – Apply as soon as possible
Telephone: 435-652-7575

Get in Touch

Visit www.dixie.edu or call 435-652-7590

Mascot

Big Dee



LDSBC

LDS Business College

LDS Business College's mission is education but its focus is careers. The college has relationships with employers who are waiting to hire its graduates. Returned missionaries who attend within one year of their honorable release date receive half off their first semester tuition. Students learn in a personalized setting with an average of 24 students per class. Learning is enhanced by a rich, spiritual environment, weekly devotionals, and Institute of Religion courses. Temple Square, Gateway and City Creek Mall, major entertainment and sporting events are all within walking distance of campus. The College's 2,000 students come from every state and more than 60 countries worldwide.



SLCC

Salt Lake Community College

As Utah's most diverse institution of higher education, SLCC is an open access, comprehensive community college. Offering a full range of academic programs and economic development opportunities, the College specializes in workforce development and general education for transfer to four year universities. The College emphasizes small class sizes with support for each student. SLCC combines high value and affordability with quality education. The College offers a personal feel by maintaining a student to faculty ratio of 20:1. Scholarships and financial aid are available for students who qualify.



Take a Tour

Campus tours are offered Monday through Friday, from 9:00 a.m. to 5:00 p.m. or by appointment.

Call 801-524-8159 or email tours@ldsbc.edu to schedule your personal tour.

How to Apply

Online: BeSmart.com
Telephone: 801-524-8145
Deadline: 10 days before class begins (for U.S. residents); March 1 for freshman scholarships.

Tuition and Fees

(2 Semesters)
\$3,060 (LDS)
\$6,120 (Non-LDS)

Financial Aid

Direct link to application: www.fafsa.ed.gov
Deadline: Rolling
Telephone: 801-524-8111

Get in Touch

Visit ldsbc.edu or call 801-524-8145

Mascot

Lion



Take a Tour

We offer campus tours year round and are glad to schedule an individual campus visit to answer your questions. For more details, please call 801-957-4543.

How to Apply

Online: www.slcc.edu
Telephone: 801-957-4543
Deadline: August 15

Tuition and Fees

(2 Semesters)
\$3,468 (Resident)
\$11,010 (Non-Resident)

Financial Aid

Direct link to application: <http://www.slcc.edu/financialaid/index.aspx>
Deadline: April 15
Telephone: 801-957-4410

Get in Touch

Visit www.slcc.edu or call 801-957-4111

Mascot

Bruin Bear



SNOW

Snow College

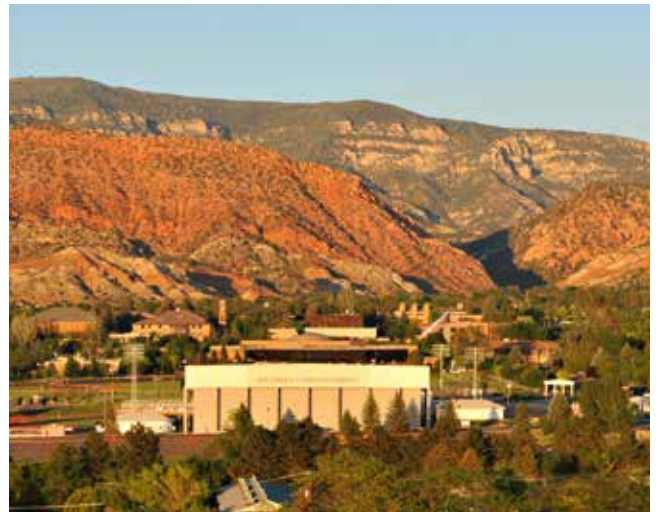
Consistently ranked as a top institution in the nation, Snow College is the place for students looking to achieve academic success in a fun and safe residential campus environment. With campuses located in Ephraim and Richfield, Snow College also offers online classes and degree options; students can complete degrees in Associate of Arts, Science or Applied Science, Bachelor of Music with an emphasis in commercial music, in addition to numerous specialized, short-term vocational training certificates and diplomas. Furthermore, Snow College's tuition, fees, and housing combined are the most affordable in the State of Utah. Discover a quality education at an affordable price. Learn the tools to succeed in your future. Experience Snow College!



SUU

Southern Utah University

SUU is the only school in Utah to guarantee every student graduates not just with a diploma, but with a resume of professional experience. As Utah's designated liberal arts and sciences university, SUU offers the traditional college experience, with hands-on learning from professors who get to know students as individuals, working alongside them in undergraduate research, service and study abroad. With 8,000 students across 150 programs, 80 percent of SUU's classes have less than 30 students, yet the University is large enough to compete in Division I Big Sky Conference athletics, sponsor 150 student organizations, and employ top national scholars. Beyond campus, students enjoy 13 nearby national and state parks, just minutes from Cedar City, the ninth most affordable college town in the U.S.



Take a Tour

Tours are offered Monday through Friday by appointment. Call today 800-848-3399 or visit www.snow.edu/visit

How to Apply

Online: www.snow.edu
Just click the application link.
Telephone: 800-848-3399
Email: snowcollege@snow.edu
Deadline: Open Admission

Tuition and Fees

(2 Semesters)
\$3,388 (Resident)
\$10,952 (Non-Resident)

Financial Aid

Direct link to application: www.snow.edu/finaid
Deadline: June 1
Telephone: 435-283-7130

Get in Touch

Visit www.snow.edu or call 800-848-3399

Mascot

Buster the Badger



Take a Tour

Tours are offered Monday through Friday. Call today 435-586-7741 or visit www.suu.edu/campustour

How to Apply

Online: www.suu.edu/apply
Telephone: 435-586-7740
Email: adminfo@suu.edu
Deadline: May 1

Tuition and Fees

(2 Semesters)
\$6,136 (Resident)
\$18,596 (Non-Resident)

Financial Aid

Direct link to application: www.suu.edu/ss/financial
Deadline: July 1
Telephone: 435-586-7735

Get in Touch

Visit www.suu.edu or call 435-586-7700

Mascot

Thunderbird



U of U

University of Utah

The University of Utah, a proud member of the Pac-12 Conference, is located in Salt Lake City at the base of the Wasatch mountain range and is Utah's flagship university. Founded in 1850, it serves more than 33,000 students from across the United States and the world. With more than 90 major subjects at the undergraduate level and more than 100 major fields of study at the graduate level, including law, dentistry, and medicine, the University prepares students to live and compete in the global workplace. Learn more about what the U has to offer online at www.utah.edu.



UCAT

Utah College of Applied Technology

UCAT is Utah's system of eight regional "applied technology colleges" (ATCs). The ATCs offer 290 accredited certificates preparing students for a variety of technical fields. In as little as three to 18 months you will gain the skills you need to become employed in a great job. Many programs also articulate to associate degrees at other colleges and universities. High school students attend tuition-free and adults pay just \$1.75 - \$2.00 per clock hour. Financial aid is available to those who qualify. You can enroll anytime and classes are taught in self-paced, hands-on environment.



Take a Tour

Visit admissions.utah.edu/visit or call 801-581-8761 or 800-685-8856.

How to Apply

Online: admissions.utah.edu/apply
Telephone: 801-581-8761
Deadline: Priority December 1, Regular April 1

Tuition and Fees

(15 credit hours, 2 Semesters)
\$7,876 (Resident)
\$25,208 (Non-Resident)

Financial Aid

Direct link to application: financialaid.utah.edu
Deadline: December 1 (scholarships); March 1 (priority FAFSA deadline)
Telephone: 801-581-6211

Get in Touch

Visit admissions.utah.edu or call 801-581-8761

Mascot

Swoop the red-tailed hawk



Bridgerland ATC (Logan/Brigham City)

Visit www.batc.edu • Call 435-753-6780

Davis ATC (Kaysville)

Visit www.datc.edu • Call 877-815-DATC (3282)

Dixie ATC (St. George)

Visit www.dxatc.edu • Call 435-674-8400

Mountainland ATC (Lehi/Orem/Sp.Fork)

Visit www.mlac.edu • Call 801-753-MATC (6282)

Ogden-Weber ATC (Ogden)

Visit www.owatc.edu • Call 801-627-8300

Southwest ATC (Cedar City/Kanab)

Visit www.swatc.edu • Call 435-586-2899

Tooele ATC (Tooele)

Visit www.tatc.edu • Call 435-248-1800

Uintah Basin ATC (Roosevelt/Vernal)

Visit www.ubatc.edu • Call 435-722-6900

UCAT Statewide

Visit www.ucat.edu • Call 801-341-6000



USU

Utah State University

At Utah State University, you'll be pushed to be better, go further, to participate and to lead. Located in Logan, USU is the complete package that offers an incredible value for students. With top-notch faculty, amazing student life, hands-on undergraduate research, NCAA Division 1 athletics, and the largest residential campus in Utah, USU has big-school opportunities with a small-school feel. In fact, *Forbes* ranked USU as the "#3 Highest Ranked Public Institution in the nation with the lowest tuition" and *U.S. News and World Report* ranked USU as "#12 of the nation's best public universities for graduates with the least debt." So, if you want a community, not a commute; an education, not a lecture; become one of us. Become an Aggie.



Take a Tour

Visit www.usu.edu/campustour or call 435-797-1079

How to Apply

Online: www.usu.edu/admissions/applyonline
Telephone: 800-488-8108 or 435-797-1079
Email: admit@usu.edu
Deadline: April 1

Tuition and Fees

(2 Semesters)
\$6,384 (Resident)
\$18,490 (Non-Resident)

Financial Aid

Direct link to application: www.usu.edu/finaid/applying
Deadline: July 1 (Fall semester), November 1 (Spring semester), April 1 (Summer semester)
Telephone: 435-797-0173

Get in Touch

Visit www.usu.edu or call 800-488-8108

Mascot

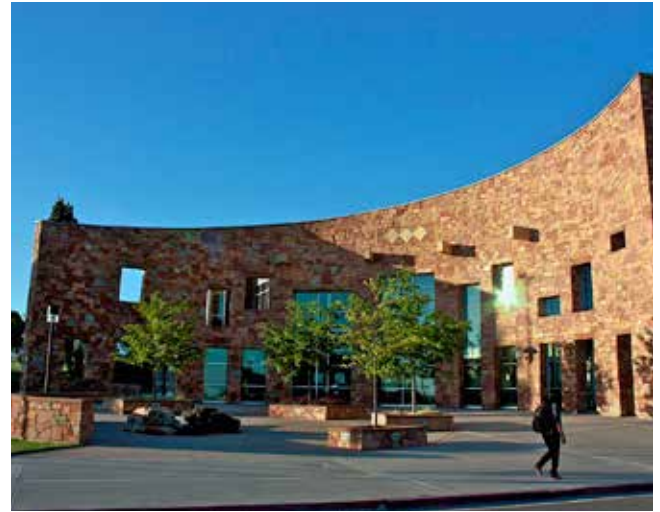
Big Blue the Aggie Bull

UtahState
University

USU EASTERN

Utah State University Eastern

USU Eastern is the community college of Utah State University – a perfect place to start large (think big fish in small, personalized classrooms) and move on to even greater opportunities because students who go here are part of the larger USU system, complete with USU diplomas. USU Eastern has been nationally ranked for its success rate in helping students graduate or transfer into four-year universities. Its Price campus is less than two hours from Salt Lake City and its Blanding Campus just one hour from Moab.



Take a Tour

Visit: <http://eastern.usu.edu/become/html/apply> or call 1-888-202-USUE(8783)

How to Apply

Online: <http://eastern.usu.edu/become/html/apply>
Telephone: 1-888-202-USUE(8783) or 435-613-5226
Email: <http://eastern.usu.edu/become/>
Deadline: Open Enrollment

Tuition and Fees

(2 Semesters)
\$3,372 (Resident)
\$6,275 (Non-Resident)

Financial Aid

Direct link to application: <http://www.fafsa.ed.gov/>
Deadline: None
Telephone: 1-888-202-8783

Get in Touch

Visit <http://eastern.usu.edu/price/> or call 1-888-202-USUE(8783)

Mascot

Golden Eagle

UtahStateUniversityEastern

UVU

Utah Valley University

As a teaching university dedicated to student success, Utah Valley University offers professional certificates and diplomas, more than 120 associate and baccalaureate degrees and a targeted number of master's degrees for a rapidly increasing number of students with diverse interests and backgrounds. Located in Orem, Utah, between the Wasatch Mountains and Utah Lake, UVU is what the prestigious Carnegie Foundation calls a "community engaged" institution. This means two things: first, UVU students prepare for professional life through "engaged learning," or the integration of academic and hands-on learning. Second, UVU has a long-standing commitment to serving the needs of the local community.



WSU

Weber State University

Weber State University offers a variety of two- and four-year degrees, and multiple graduate programs. A leader in undergraduate education, WSU provides a small-class environment, where students work closely with faculty and participate in research and community service. Outside the classroom, students take part in more than 175 clubs, cheer on 16 NCAA teams, and enjoy cultural and recreational offerings. Combining low tuition with more than \$104 million annually in scholarships and financial aid, WSU is one of the most affordable universities in the West.



Take a Tour

Visit www.uvu.edu/futurestudents or call 801-863-8811

How to Apply

Online: www.uvu.edu/admissions
Telephone: 801-863-8706
Email: admissions@uvu.edu
Deadline: August 1

Tuition and Fees

(2 Semesters)
\$5,270 (Resident)
\$14,802 (Non-Resident)

Financial Aid

Direct link to application:
<http://www.uvu.edu/financialaid/apply/>
Deadline: (This date varies depending on the type of aid)
Telephone: 801-863-8442

Get in Touch

Visit www.uvu.edu or call 801-863-4636

Mascot

Willy the Wolverine



Take a Tour

Visit www.getintoweber.com and click "Visit Campus." Call 801-626-6050 or email admissions@weber.edu

How to Apply

Online: www.getintoweber.com
Telephone: 801-626-6050
Email: admissions@weber.edu
Deadline: Open

Tuition and Fees

(2 Semesters)
\$5,184 (Resident)
\$13,838 (Non-Resident)

Financial Aid

Direct link to application:
weber.edu/financialaid
Deadline: March 1
Telephone: 801.626.7569

Get in Touch

Visit www.getintoweber.com or call 801-626-6050.

Mascot

Waldo the Wildcat



WEBER STATE
UNIVERSITY

WESTMINSTER

Westminster College

Westminster is a nationally recognized, comprehensive liberal arts college. With a broad array of graduate and undergraduate programs, Westminster is distinguished by its unique environment for learning. Westminster prepares students for success through active and engaged learning, real-world experiences, and its vibrant campus community. With a beautiful campus located in the Sugar House neighborhood, classes are never more than a five minute walk away. Westminster's unique location, adjacent to the Rocky Mountains and the dynamic city of Salt Lake, further enriches the college experience.



Utah Educational Savings Plan®

Utah's Official Nonprofit 529 College Savings Program
800.418.2551 | uesp.org



SAVE FOR COLLEGE. INSPIRE THEIR FUTURE.

The Utah Educational Savings Plan (UESP) is Utah's official nonprofit 529 college savings program. UESP is dedicated to helping Utah families save for future higher education expenses.

Saving for college with UESP helps make it possible for you to achieve a higher education. When you and your family save with UESP, you may also save on federal and Utah state taxes.

UESP requires no minimum deposits or balances, so you can save a little or a lot, according to your schedule.

Open a UESP account online at uesp.org and begin saving today.

Important Legal Information

Read the Program Description for more information and consider all investment objectives, risks, charges, and expenses before investing. Call 800.418.2551 for a copy of the Program Description or visit uesp.org.

Investments are not guaranteed by UESP, the Utah State Board of Regents, UHEAA, or any other state or federal agency. However, Federal Deposit Insurance Corporation (FDIC) insurance is provided for the FDIC-insured accounts. Please read the Program Description to learn about the FDIC-insured accounts. Your investment could lose value.

Non-Utah taxpayers and residents: You should determine whether the state in which you or your beneficiary pays taxes or lives offers a 529 plan that provides state tax or other benefits not otherwise available to you by investing in UESP. You should consider such state tax treatment and benefits, if any, before investing in UESP.

Take a Tour

Visit www.westminstercollege.edu/visit or call 801-832-2200 or 800-748-4753

How to Apply

Online: www.westminstercollege.edu/apply
Telephone: 801-832-2200
Deadline: Rolling admissions

Tuition and Fees

(2 Semesters)
\$30,364
(\$24,200 Average Freshman Aid)

Financial Aid

Direct link to application:
www.westminstercollege.edu/aid
Deadline: Rolling
Telephone: 801-832-2500

Get in Touch

Visit www.westminstercollege.edu/admissions or call 801-832-2200 or 800-748-4753

Mascot

Griffin



WESTMINSTER
SALT LAKE CITY, UTAH

FACTS AT A GLANCE

FACTS AT A GLANCE	FALL 2013 ENROLLMENT	CERTIFICATES	AAS	AS/AA	BS/BA	MASTERS	PH.D/ PROF.
Brigham Young University www.byu.edu 801-422-5000	27,187				X	X	X
Dixie State University www.dixie.edu 435-652-7590	8,350	X	X	X	X		
LDS Business College www.ldsbc.edu 801-524-8145	2,000	X	X	X			
Salt Lake Community College www.slcc.edu 801-957-4111	31,137	X	X	X			
Snow College www.snow.edu 1-800-848-3399	4,503	X	X	X	X*		
Southern Utah University www.suu.edu 435-586-7700	7,745	X	X	X	X	X	
University of Utah www.utah.edu 801-581-7200	32,077				X	X	X
Utah College of Applied Technology www.ucat.edu 801-341-6000	35,972	X					
Utah State University www.usu.edu 800-488-8108	27,812	X	X	X	X	X	X
Utah State University Eastern www.eastern.usu.edu 800-202-8783	2,130	X	X	X	X	X	X
Utah Valley University www.uvu.edu 801-863-4636	30,564	X	X	X	X	X	
Weber State University www.weber.edu 801-626-6050	25,301	X	X	X	X	X	
Westminster College www.westminstercollege.edu 801-832-2200 800-748-4753	3,300	X			X	X	

*Bachelor of Music with an Emphasis in Commercial Music

CE WORKUP

FALL ADMISSION DEADLINE/APP FEE	SCHOLARSHIP APPLICATION DEADLINE	14-15 TUITION & FEES FOR 1 YEAR (BASED ON 15 CREDIT HOURS PER SEMESTER)	AVG. ON-CAMPUS HOUSING	AVG. ON-CAMPUS MEAL PLAN COST FOR 1 YEAR (19 MEALS/WK)	FINANCIAL AID PRIORITY DEADLINE
Priority December 1 Final February 1 \$35	February 1	\$5,000 LDS \$10,000 Non-LDS	\$3,500	\$3,830	May 1
August 15 \$35	March 1	\$4,456 Resident \$12,794 Non-Resident	\$1,900	\$2,500	March 1
10 days prior to semester \$35	March 1	\$3,060 LDS \$6,120 Non-LDS	N/A	N/A	July 1
August 15 \$40	March 1	\$3,468 Resident \$11,010 Non-Resident	N/A	N/A	April 15
Open \$30	March 1	\$3,388 Resident \$10,952 Non- Resident	\$1,900	\$2,400	June 1
May 1 \$50	Priority December 1	\$6,138 Resident \$18,596 Non-Resident	\$3,190	\$3,680	July 1
Priority December 1 Regular April 1 \$45	December 1	\$7,876 Resident \$25,208 Non-Resident	\$4,338	\$3,952	March 1
Year-Round	Year-Round	Utah HS Students \$0 Adults \$1.75-\$2.00/ clock hr	N/A	N/A	Year Round
April 1 \$40	Priority December 1	\$6,384 Resident \$18,490 Non-Resident	\$2,500	\$3,400	March 15
Open \$40	March 1	\$3,372 Resident \$6,275 Non-Resident	\$1,700 Price \$1,200 Blanding	\$3,398	March 1
August 1 \$35	First Priority February 1	\$5,270 Resident \$14,802 Non-Resident	N/A	N/A	Varies
Open \$30	Priority January 13 Transfer Students March 1	\$5,184 Resident \$13,838 Non-Resident	\$3,308	\$2,496	March 1
Rolling \$50	Priority March 1 Exemplary Achievement Award February 15	\$30,364 Average Freshman Aid = \$24,200	\$4,908	\$2,810	Rolling

PAY UP

PAYING FOR COLLEGE IS POSSIBLE

Getting a college education is an investment that will provide a lifetime of returns, so don't let finances stand in your way. There are many resources available to help you afford higher education, and the first step is to become informed. Here are a few suggestions that will help as you explore your options:

- Pay attention to the financial literacy course you take during your junior or senior year.
- Take advantage of your high school counseling center's resources.
- Actively listen and take part in college presentations and events at your high school.
- Visit the college(s) that interests you. Schedule an appointment with a financial aid advisor on campus when you plan your visit and have a parent or guardian go with you if possible.
- Explore the wide variety of financial aid and scholarship information at UtahFutures.org or StepUpUtah.com
- Estimate your eligibility for federal student aid at FAFSA4caster.ed.gov so you can plan accordingly.



WHAT NOW?

For more information on “Paying for College” events, visit blog.uheaa.org

FAFSA

Need money for college? The Free Application for Federal Student Aid (FAFSA) is the first step to obtaining federal financial aid (grants, work-study, and student loans) to help you pay for college. Visit FAFSA.gov for more information.

Scholarships

Here’s some motivation: scholarships are a form of financial aid that do not need to be repaid, and are usually awarded for academic merit as well as merit in service, leadership, talent, and more. There are hundreds available, so check with the college(s) that interests you and visit the UtahFutures.org Scholarship Search component. You’ll be glad you did.

One particular scholarship worth mentioning is the Regents’ Scholarship. This scholarship encourages Utah high school students to prepare for college academically and financially by taking a core course of study and saving for college. For detailed information, visit regentsscholarship.org

Savings Plan

The Utah Education Savings Plan (UESP) allows you to save money now to use for college later. Visit uesp.org for more information.

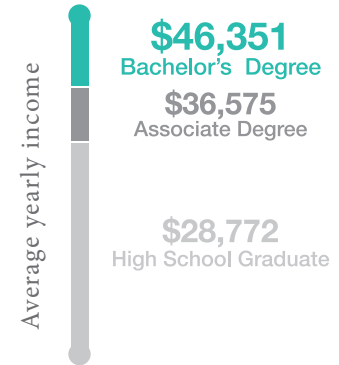
FINISH UP



Tuition. Books. Supplies. Parking. Housing. Every additional year of college costs. But there's good news. On average, if you take 15 credits each semester, you'll have an associate degree in two years or a bachelor's degree in four. That means you'll be out making the world a better place and earning money doing it even sooner. So, remember these three little words: 15 to Finish.

15 to Finish means:

- You'll graduate faster and enjoy the benefits of a college degree sooner. Check out the numbers. They're in your favor. Take advantage of your high school counseling center's resources.



- You'll spend less money on tuition and living expenses. Many colleges charge the same tuition for 15 credits as for 12, so it's like getting one class free every semester.

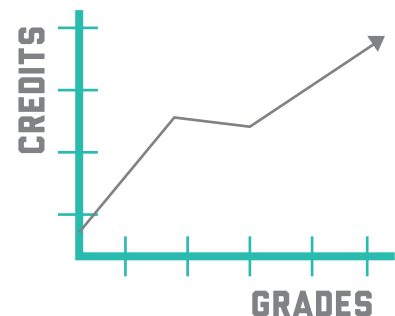


- You'll beat the statistics. In Utah only 29% of students get a bachelor's degree in four years, only about 50% graduate in eight years, and some won't finish at all.

12 = 5
CREDITS YEARS

15 = 4
CREDITS YEARS

- Your grades will be great. Studies show that students who take 15 credits have higher grades than students who take fewer credits.



Learn more by visiting 15tofinishutah.com and make sure you check out our YouTube videos.

COLLEGE TERMS

Look it up

ACCUPLACER – The purpose of ACCUPLACER tests is to provide you with useful information about your academic skills in math, English, and reading. The results of the assessment, in conjunction with your academic background, goals, and interests, are used by academic advisors to determine your course selection. You cannot “pass” or “fail” the placement tests, but it is very important that you do your very best on these tests so that you will have an accurate measure of your academic skills.

ACT (American College Testing Program) – A four-part examination designed to measure a student’s scholastic development. The test covers English, mathematics, social studies, and natural sciences. Many colleges require students to take this test or the SAT and submit their test scores when they apply for admission. It is recommended that students take the ACT or the SAT during their junior year in high school and then again as a senior.

ACT Aspire (formerly called pre-ACT, ACT Plan, or ACT Explore) – An online testing system for students in grades 3-8, as well as early high school, which includes English, math, reading, science, and writing contents for all grades. The assessment is used to highlight progress towards ACT College Readiness Standards and Benchmarks and is aligned to what students are learning in school.

Admissions & Scholarship Index – Admissions and scholarship decisions can be based on an index of GPA and ACT scores at some of our institutions of higher education. The score may also be used for placement. For more information please contact the institution of your choice to determine if this is applicable.

Advanced Placement Program (AP) – A service of the College Board that provides high schools with course descriptions in college subjects and Advanced Placement Examinations in those subjects. High schools teach the courses and give the examinations to interested students. Those who pass the exams are eligible for advanced placement, college credit, or both.

Applied Technology College (ATC) – A college that prepares technically-skilled workers in specific occupations that generally do not require an associate or more advanced degree. ATC students can earn certificates that prepare them directly for employment in a few months to a little more than a year. Most ATC programs admit all who apply. High school students enroll tuition-free and receive high school credit while qualifying for technical skills.

Applied Associate Degree (A.A.S.) – Two-year programs that provide broader knowledge in fields ranging from Biomanufacturing and Computer Information Systems to Dental Hygiene and Digital Media. The in-depth knowledge and skills acquired in an Associate of Applied Science (A.A.S.) degree prepare students for employment in a career track with advancement opportunities.

Associate Degree (A.A., A.S.) – Two-year programs that provide the academic foundation for transfer to a four-year bachelor’s degree program. Associate of Arts (A.A.) and Associate of Science (A.S.) programs cover the curriculum taught in the first two years of a four-year program of study.

Bachelor’s Degree/baccalaureate (B.A., B.S.) – Four-year programs that provide in-depth, specialized knowledge in a major or field of study. Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees prepare students for employment in fields from Accounting to Theatre, or for further studies.

Career Assessment Inventory (CAI) – An assessment test given to

students to direct them toward occupations that may be of interest. In the Assessment Link component of UtahFutures.org, a list of occupations of interest can be generated from the student’s CAI scores.

Certificate – Generally one-year programs that lead directly to entry level employment in a specific occupation such as aviation pilot, diesel mechanic, or respiratory therapist.

Community College – A two-year college that serves the residents of a local or regional area. Most of these colleges admit all or most of the students who apply. Some programs, such as nursing, may be more selective. Students receive an associate degree after two years of successful full-time study. Additionally, many technical programs of study are taught at these colleges. Many students who enter general education programs (equivalent to the first two years of a bachelor’s degree program) transfer to a four-year college or university.

Concurrent Enrollment (CE) – The concurrent enrollment program makes college courses available to eligible high school students during their junior and senior years. Students earn both high school credit and regular college credit which is recorded on a college transcript.

Credit Hour – A unit used to measure the amount of school work a student has enrolled for or completed. In a credit hour system, each course is assigned a specific number of credit hours. This number is usually based on the number of classroom meetings per week. Thus a course that meets for one hour on Monday, Wednesday, and Friday is a three credit hour course.

Doctorate Degree (PhD) – Provides further training in a more specialized area, in occupations similar to master’s or professional degrees.

Expected Family Contribution (EFC) – The amount a student and his or her family are expected to pay toward the cost of attendance. It is calculated from the financial information provided by the student and his or her family, including the student’s spouse, if applicable.

FERPA – The Family Educational Rights and Privacy Act is a federal privacy law that gives parents certain protections with regard to their children’s education records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. Parents have the right to review their child’s education records and to request changes under limited circumstances. To protect a child’s privacy, the law generally requires schools to ask for written consent before disclosing their personally identifiable information to individuals other than the child.

When a student turns 18 years old or enters a postsecondary institution at any age, all rights afforded to the parents under FERPA transfer to the student (“eligible student”). However, FERPA provides ways in which a school may—but is not required to—share information from an eligible student’s education records with parents, without the student’s consent.

Financial Aid – Money awarded to students to help them pay for education. Aid is given as loans, grants, scholarships, or work-study. Some forms of financial aid are required to be repaid after graduation.

Financial Need – The difference between the cost of attendance and the student’s expected family contribution.

FAFSA – The Free Application for Federal Student Aid is a free financial

aid application form used to determine eligibility for need-based federal financial aid. Applications are accepted after January 1. Early application is strongly encouraged. Students should apply during their senior year. Visit www.FAFSA.gov.

Grant – A form of financial aid that does not have to be repaid or earned by working. Grants are usually based on financial need; however, academic merit may also be considered.

International Baccalaureate (IB) – A program offered in some schools that provides academically challenging courses. IB Diploma students take courses in six subjects and complete a “core” that includes community service and an extended essay. High schools teach the courses, but the broad curriculum is provided by International Baccalaureate and students around the world take the same final exams. Courses can last one or two years, and a passing grade on the final exams or the attainment of an IB diploma can make a student eligible for college credit, advanced placement in college classes, or other benefits.

Higher Education (also called postsecondary education) – A term that refers to colleges, universities, and any education beyond high school that leads to a certificate or a college degree.

Loan – A loan is money you borrow and must pay back with interest, so be sure you understand your options and responsibilities.

Master’s or Professional Degree – Programs offered at a post graduate level, usually after earning a bachelor’s degree or relevant work experience. Master’s degrees prepare students for occupations that include education, engineering, or business.

Merit-based Aid – Financial aid that is dependent on academic, artistic, or athletic merit. This type of aid does not require demonstration of financial need.

Need-based Aid – Financial aid that is dependent on demonstration of financial need. Most sources of financial aid that are provided by the government are need-based.

New Century Scholarship – The New Century Scholarship encourages students to accelerate their education by earning an associate degree in high school from an institution within the Utah System of Higher Education. The scholarship may be used at a four-year public college or university within the Utah System of Higher Education, as well as at Brigham Young University-Provo, and Westminster College. For detailed information, please visit newcenturyscholarship.org.

Open Admissions – The college admissions policy of admitting virtually all applicants with high school diplomas or their equivalent. Conventional academic qualifications, such as high school subjects taken, high school grades, and admissions test scores are not used to limit enrollment, but can affect placement.

Pell Grant – Money awarded directly to students by the federal government. Only undergraduate students may receive federal Pell Grants. To apply for a federal Pell Grant and other federal financial aid, fill out the Free Application for Federal Student Aid (FAFSA) at www.FAFSA.gov.

PSAT – The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It’s a standardized test that provides first-hand practice for the SAT. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools.

Regents’ Scholarship – The Regents’ Scholarship encourages Utah high school students to prepare for college academically and financially by taking a core course of study and saving for college. The scholarship may be used at any public college or university in the Utah System of Higher

Education, as well as at Brigham Young University-Provo, LDS Business College, and Westminster College. For detailed information, please visit regentscholarship.org.

Rolling Admissions – An admissions procedure by which the college evaluates applicants on a first-come, first-served basis. Applicants are screened as soon as they submit all application materials. The college may consider applications on a weekly or monthly schedule. Applicants receive a notice of the decision a short time after application.

Scholarship – A form of financial aid that does not have to be repaid or earned through employment. Scholarship usually refers to an award based on academic merit; however, scholarships are also awarded for performing community service, leadership, talent, etc. Financial need may also be required. The UtahFutures.org Scholarship Search component includes descriptions of many hundreds of financial assistance sources.

SAT (Scholastic Aptitude Test) – The SAT is a globally recognized college admission test that lets you show colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math: subjects that are taught every day in high school classrooms. Most students take the SAT during their junior or senior year of high school. Colleges and universities require students to take this test or the ACT prior to applying for admission.

Semester – An academic calendar period of about 16-18 weeks that makes up half of the usual academic year for schools that use this calendar system.

College and Career Plan (SEOP) – Individual student planning consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor and manage their own learning as well as meet competencies in the areas of academic/learning development, life career development, multicultural/global citizen development and personal/social development.

Subsidized Loan – A need-based loan, such as a Direct Subsidized Stafford. The federal government pays the interest on subsidized loans during the borrower’s in-school, grace, and deferment periods.

Transcript – An official copy of a student’s educational record.

Tuition – The charge for attending a college or university class.

University – An institution of higher learning that offers both undergraduate (associate and bachelor’s) and graduate (master’s and doctoral) programs. Universities vary considerably in programs offered and in size. Compared to colleges, universities are usually larger, offer more courses and majors, and have more research facilities. Universities may be divided into a number of “colleges,” such as the College of Education or the College of Business. Each college has several departments, and each department may offer more than one major.

Utah Educational Savings Plan (UESP) – Utah’s top-ranked, tax-advantaged 529 savings plan to help you save for the future cost of college. Opening accounts is free and there are no minimum or ongoing contribution requirements. Save according to your own schedule and budget.

UtahFutures.org – A one-stop shop for people to explore and organize training, education and career information.

Work-Study – A federally funded part-time employment program for undergraduate and graduate students. Eligibility is based on financial need. The earnings help students meet a portion of their educational expenses. The federal government subsidizes a portion of the student’s salary. This makes it cheaper for employers to hire students who have demonstrated financial need.

FIVE

WAYS PARENTS CAN HELP KIDS PREPARE FOR COLLEGE.

BE EMPOWERED

You've probably said this to your children, but the same applies to you as a parent or guardian. Have a question? Look it up. There are endless resources to help you become informed. A good place to begin is with the Internet or social media.

START NOW

It's never too early to start talking about college. In fact, the earlier the better. Middle school: Ask about their dreams and how college can help make them a reality. High school: Be honest about your expectations and help them make a plan, including college applications, scholarships, and even a few life skills like laundry, cooking, and money management.

LOOK LOCALLY

With more than a dozen colleges and universities right in your own backyard, there's a place that is ideal for your child's higher education. Learn about each institution and talk with your child about scheduling some campus tours.

HAVE THE TALK

Paying for college is expensive, but should be viewed as an investment in your child's future that will pay dividends throughout their life. It is important that together you talk and explore the many financial aid opportunities that are available. If you have questions, call our admissions counselors and financial aid advisors who can share options to assist in planning.

DEADLINES MATTER

While you should encourage your child to stay ahead of the game with deadlines for scholarships and applications, you should be informed as well. Sit down together and mark up a calendar with important dates.





State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

September 17, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE College Application Portal Feasibility Study (Gates Grant)

Background

Since March, the Office of the Commissioner has been working alongside twelve other state systems in the Transformation co-creation project with The Bill & Melinda Gates Foundation to pursue a project that will “advance the planning and implementation work of public state college and university systems seeking to dramatically improve access and success for underserved students.” In working with the Foundation and the consulting firm Monitor Deloitte in the extensive vision, alignment and blueprinting process we learned we were required to pursue an initiative that is meaningful, transformative and additive, and has the overarching vision from the beginning to move to scale quickly.

In our July Board meeting, we shared that in considering the best use for this grant, we have decided to capitalize on this opportunity given to us by the Gates Foundation to study the feasibility of a USHE college application portal and ways to improve the application through enrollment process. Potential benefits, each of which require vetting among USHE institutions, the K-12 community, and parent and student stakeholders could include a cost savings by leveraging a shared platform, standardized data entry/reporting, improving the student experience through use of technology, and provide enrollment support through predictive analytics to increase the number of first-generation and underserved students who enroll in college.

Since July, the Office of the Commissioner’s Gates Grant Leadership Team has contracted with a local consulting firm, Education Direction. Education Direction is a Cicero Group company dedicated to improving the efficiency and productivity of educational institutions in both higher and K-12 education. Our executive leadership team on the feasibility study includes David Doty, Aaron Andersen, Allison Miller, and Ben Wilson, all of whom have expertise in education research, strategy consulting, and higher education experience and will deliver the highest quality results for the Utah System of Higher Education on this project.

Issue

Utilizing a Gates Foundation grant intended to promote innovative college access initiatives, the Utah System of Higher Education (USHE) has initiated an extensive feasibility study to better understand current best practices, policies, and infrastructures related to the college application process nationwide, and to identify the potential benefits, costs, and feasibility of implementing a shared College Application Portal (CAP) for all USHE institutions. Data collected will provide USHE with a comprehensive understanding of



whether a system-wide college application portal would be an effective strategy to increase the number of underserved students applying to, and enrolling in, Utah's public colleges and universities.

This project is meaningful and transformative because a shared application portal could, as one piece of a comprehensive college access initiative, positively impact student access by making it easier for first generation students to navigate the application process and enroll at USHE institutions. At the core of this project is the desire at the system level to improve and streamline the application process by removing barriers that may be impeding disadvantaged students from considering college because of difficulties with the "gateway" step of application. We also see potential secondary benefits around recruiting, student/college fit, system data on enrollment patterns, FAFSA and "summer melt" messaging, and high school feedback reporting, to name a few.

In short, this research study will provide the Office of the Commissioner, the Council of Presidents, and the Board of Regents with critical insights regarding the current state of application processes in USHE institutions, elements of those processes that pose specific challenges for underserved students, and feasible strategies that might be pursued to make the application process more easily navigable for underserved students. Moreover, the study will provide a data-rich framework for a broader discussion on the future of state-wide college access initiatives that are critical to expanding the USHE applicant pool among Utah's diverse communities.

The study includes three phases of research:

1. Secondary Research

The project began with the collection of data surrounding the state of the common application process in states/systems that currently use, or have used, such a process. This testing and learning process will capture successes and challenges in other states, key operational and logistical data, and provide the foundation upon which the researchers will engage USHE and K-12 stakeholders in discussions about a USHE college application portal.

Researchers will determine/examine:

- States and systems that currently use, or have used, a common application process (e.g., Hawaii, North Carolina, Texas, SUNY, Colorado, South Carolina, Georgia, Louisiana)
- Start-up and operational costs of a system-wide common application portal
- Financial, technology and business practices supporting the common application process in the systems where the process has been implemented

2. Primary Research: Stakeholder focus groups and interviews

The collection of qualitative data from USHE stakeholders will provide insights into the current college application process in Utah. In addition to the focus groups outlined below, the researchers will also conduct individual interviews with key USHE stakeholders.

Researchers will conduct focus groups and group interviews with the following groups:

- Parents of high school students
- K-12 administrators, counselors, and staff
- Current college students
- Non-traditional college students
- College admissions officers, financial aid staff, recruiting staff, enrollment managers, IT personnel, and outreach staff, from each USHE institution

- Utah State Office of Education representatives

Key Questions that will guide the collection of data are:

- What are the expectations of college and university staff regarding the current application process?
- What are the limitations and constraints of each of the current application processes in USHE?
- What are the perceived benefits and hurdles associated with a shared application process?
- What is the optimal college application process?
- What are specific institutional needs that currently exist with the application process?
- What existing technologies and systems currently govern the institution's college application process?
- What challenges do underserved applicants have with the current application process?
- How are such challenges currently addressed?
- What existing outreach efforts are being implemented to recruit underserved students to apply to, and enroll in, USHE institutions?
- How effective are such efforts and how do we know?

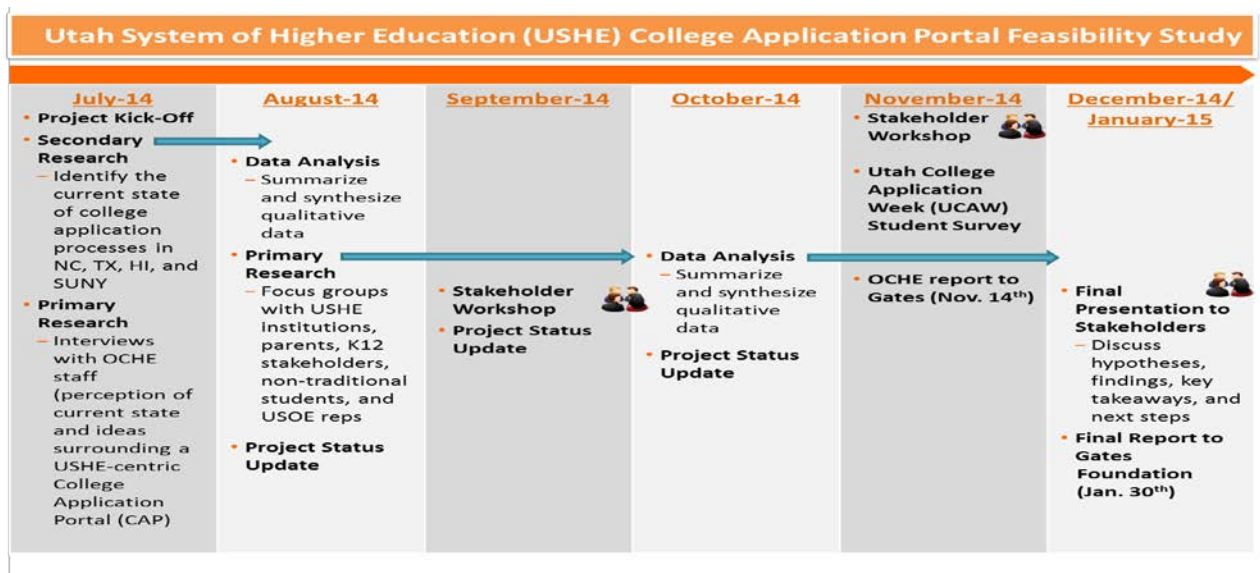
3. Primary Research: Quantitative survey with high school students who complete the application process during Utah College Application Week in November.

The collection of quantitative data from underserved students who attempt to complete the application process will provide insights into the current college application process in Utah. It is expected that at least 500 prospective students will complete the survey.

Key questions that will guide the collection of data are:

- What were your expectations for the college application process?
- How would you rate the ease of the process?
- What could be done differently to make this process easier? What were the main hurdles?

Over the next month the consultants will work to complete focus group research with USHE institutions and gather feedback and data from other stakeholders, specifically K-12 representatives, minority advocates, parents, and non-traditional students. The graphic below is high level overview of the study and timeline.



Commissioner's Recommendation

This is an information item only, no formal action by the Board is required. However, the Board is encouraged to read and take note of the information memorandum, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation and Completion strategic objectives.

David L. Buhler
Commissioner of Higher Education

DLB/MMK



State Board of Regents
Board of Regents Building, The Gateway
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September 17, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: College Opportunity Agenda

Background

On July 28, 2014 The White House and the Harvard Graduate School of Education convened more than 130 leaders from professional associations, nonprofit community organizations, school districts, higher education, and foundations in Cambridge to address the issue of strengthening school counseling. These education leaders and advocates discussed how to ramp up training, leverage technology, and rally together for administrative support to improve the quality and quantity of college advising.

Melissa Miller Kincart, Assistant Commissioner for Outreach and Access was personally invited by the U.S. Department of Education to not only attend, but to be a featured panel speaker in the Professional Development and Training session. Ted Mitchell, the U.S. Under Secretary of Education, represented the Whitehouse at the event as well as Eric Waldo, Executive Director of the administration's Reach Higher Initiative. The Reach Higher initiative is the First Lady's effort to inspire every student in America to take charge of their future by completing their education past high school, whether at a professional training program, a community college, or a four-year college or university.

Issue

In 2011, to strengthen Utah's professional development College Access Challenge Grant objective, Assistant Commissioner Kincart, decided to purchase a state license from the Southern Regional Education Board and embed the Collaborative Counselor Training Initiative (CCTI) into the University of Utah's and Utah State's University pre-service master's level school counseling programs. Prior to this, implementation of CCTI in the southern region had primarily been in the professional development arena for existing school counselors. Over the next two years, with leadership and support from Kincart and the CACG, Dr. Paul Gore and Camille Odell (program directors), and their amazing faculty integrated the CCTI online modules into the two existing programs. By 2013, the University of Utah had established an emphasis in college and career readiness, and Utah State University has added a stand-alone course dedicated to this topic. At the summit, Kincart was presented Utah's successful pre-service and in-service training strategies related to school and college counseling. The attached article gives an overview of these national issues and highlights Utah efforts as leading out in much needed area of education reform.



Commissioner's Recommendation

This is an information item only, no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in this memorandum and review the attached Education Week article, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

David L. Buhler
Commissioner of Higher Education

DLB/MMK
Attachment

EDUCATION WEEK

Published Online: September 9, 2014

Published in Print: September 10, 2014, as **Guidance Counselors Push for More Students To Be College-Ready**

Counselors Work to Get More Students on College Path

Using new strategies to serve diverse needs

By Caralee J. Adams

Kristin M. Chiasson and her team of guidance counselors have been ramping up efforts to foster more of a college-going culture at Wayne Memorial High School, near Detroit, where a majority of students would be among the first in their families to pursue higher education.

After surveying students to identify their needs in the college process, the school is starting lunchtime help sessions to walk students through the onerous application process and will be rebranding a financial-aid workshop to entice more participants.

Ms. Chiasson, who says she previously had little time or training on how best to address the diverse experiences and needs of the student body, was inspired to expand her efforts after completing a new course in college access with about 80 of her peers across Michigan. The inaugural in-person and online professional-development program helped them build their college-counseling skills and knowledge of the admissions process.

"What we are all struggling with in this field is our time," said Ms. Chiasson, who is trying to make all the information about college options more manageable to students, while juggling so many other job responsibilities.

Starting the Conversation

As states implement college- and career-ready standards and try to prepare more students for postsecondary education, some are looking to better position guidance-counseling programs to do much of the additional outreach.

The eight-month training program offered by the Michigan College Access Network, or MCAN, gave Ms. Chiasson new insights and strategies for understanding students' diverse experiences and the most effective services for addressing their needs. The program has attracted so much interest among counselors across the state that it is expected to serve some 150 more participants this school year.

A few hours north, in Traverse City, Mich., veteran counselor Tom Ford is using some of the strategies from that training program to get all students at West Senior High School to, at a minimum, apply for college. To start, his school will set aside a week in November where counselors, teachers, and admission officers from nearby colleges will help students complete an online application during the school day in their advisory period.

"I'm not so naive to think that every student will end up going to college, but at least it will start

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the dialogue," said Mr. Ford, who hopes to remove the mystery for students and families who have never gone through the college-planning and -application process.

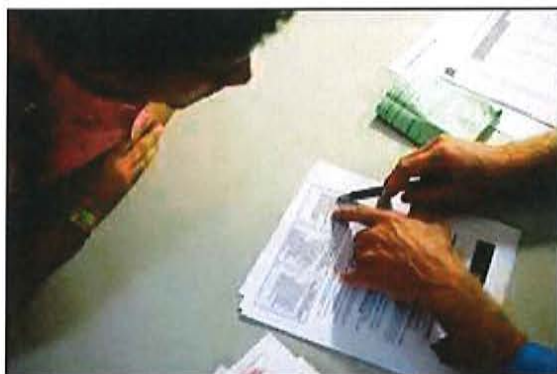
High school counselors play a big role in setting students' sights on higher educational attainment, particularly for low-income students and students of color. Yet **research has shown** that counselors have been a mostly untapped, and insufficiently trained, resource in such efforts. First lady Michelle Obama has recently put the spotlight on the critical role that school counselors play in helping students aspire to and enroll in postsecondary education through her Reach Higher Initiative.

To better equip counselors with strategies to help disadvantaged students, state-level training initiatives, like the one in Michigan, along with graduate counseling programs offering college advising are emerging.

This school year, two of Michigan's public university graduate programs in counseling began to require courses in college counseling.

"Counselors are good at working with students and families," said Brandy M. Johnson, the executive director of MCAN, the nonprofit network that promotes community collaboration to expand college-going. "What they don't

always know is how to help with financial-aid applications, Pell Grants, and the nuances of" helping students find the right college for them.



Ford explains the NCAA's academic requirements to senior Cameron Sipple.

—Sean Proctor for Education Week

Elsewhere, graduate programs in school counseling at universities in Utah and Connecticut have woven college- and career-readiness into their curricula. In January, Colorado State University will launch a new 15-credit graduate-certificate program in college access and success.

Private and public agencies are also offering training for counselors already on the job. In Houston's Spring Branch Independent district, all counselors and academic advisers are receiving training on financial aid from the nonprofit uAspire. And in North Carolina, online courses for school counselors focused on college planning are expanding, in part, thanks to a new law that requires them to spend 80 percent of their time in direct counseling with students.

In these tight fiscal times, with little likelihood of an influx of funding for school counseling, there is a hope that training will be able to help counselors be more efficient with the time they do have with students, says Mandy Savitz-Romer, a professor in the Harvard Graduate School of Education.

Too often, counselors are bogged down with heavy case loads, crisis counseling, and administrative duties, such as test proctoring. In Michigan, counselors report that only about one-quarter of their time is left to advise students on postsecondary options, according to a **statewide survey** conducted last fall.

Nationwide, the typical public school counselor, on average, **works with 471 students**—nearly twice the recommended amount—and most feel unprepared for the challenges they face on the job. A recent study by researchers from the College Board found that an additional high school counselor could induce up to a 10-percentage-point increase in four-year college enrollment.

Expanding Skills

A **White House summit** in July on strengthening the role of counselors in expanding college access focused on underserved student populations. Experts emphasized that counselors need to know more about the college process than their own experiences and to have the tools to be able to reach out to high school students who traditionally may not have thought about higher education as an option.

"Good intentions and passion are not enough to tackle this challenge," said Ms. Savitz-Romer, who organized the meeting, which included more than 100 leaders from nonprofits, K-12, higher education, business, and philanthropy who were asked to commit to expanding support for counseling and college access.

Although graduate programs for school counseling have not always included advising in college and career readiness, more are starting to recognize the need.

WEBINAR



Positioning Counselors To Be Game Changers In College Access

Photo: Sean Proctor for Education Week

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"There is a critical mass of counseling educators that are thinking about reforms" to include college advising and access, said Ms. Savitz-Romer. "It's more than sporadic."

In 2012, the Utah System of Higher Education brought together university faculty members, current school counselors, district comprehensive-guidance coordinators, and representatives from various college-access programs to customize curriculum on college- and career-readiness to infuse into preservice training programs. By 2013, the University of Utah had established an emphasis in school counseling and college and career readiness in its master's in school counseling program (a designation on the transcript of all graduates), and Utah State University added a dedicated course in its program on the topic.

"We are trying to empower school counselors to be part of the conversation and be seen in schools by principals as leaders," said Melissa Miller Kincart, the assistant commissioner of outreach and access for the system. "They hold the keys to changing the game around college and career readiness."

Effective college counseling is not about treating all students the same, said Rachelle Pérusse, an associate professor in the counseling program at the University of Connecticut, in Storrs. "Some kids need more. They come with a shorter ladder," she said.

At UConn, graduate students learn that counselors in elementary school should talk early about the importance of college, visit campuses, and have school career fairs. At the secondary level, counselors are trained to analyze data to look at access to advanced courses by income level, gender, or disability, said Ms. Pérusse.

About 40 of the country's 400-plus school counseling programs have graduate courses in college counseling offered in degree, certificate, and continuing education, according to the National Association for College Admission Counseling and the American School Counselor Association. Every state has its own licensing criteria, so credentials of counselors vary.

College access was identified by counselors as the area in which they most need additional training, according to a **2012 national survey** by the National Center for School Counselor Advocacy at the College Board. The poll found counselors who report being better trained are

more likely to work in schools with higher rates of college attendance.

Setting Standards

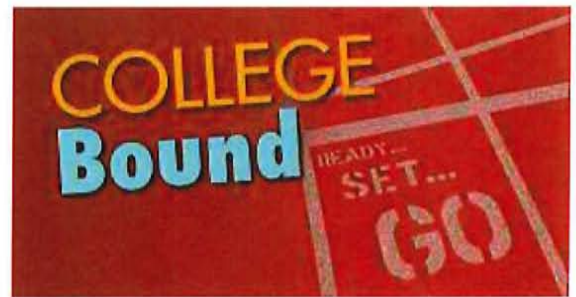
Counselors need to supplement their formal training (83 percent have a master's degree) with practical tools on college advising, said Alice Anne Bailey, who directs an initiative at the **Southern Regional Education Board**, which designed the counselor-training materials used in Michigan and 12 other states. "What students are missing is the hand-holding and right information to walk them through the process," she said.

Both information and finances are hurdles to first-generation college students.

To address that gap, there has been a growth in college-access organizations that operate outside of schools in recent years. Part of the new training emphasis is on helping counselors learn how to partner with those services and connect students with expanding resources, notes Harvard's Ms. Savitz-Romer.

The new reality is that everybody needs some kind of training after high school, so counselors can no longer wait for students to come to them, said Mr. Ford, the Traverse City counselor. "You have to be the advocate; shake the bushes and be active."

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Special coverage on the alignment between K-12 schools and postsecondary education is supported in part by a grant from the Lumina Foundation, at www.luminafoundation.org. Education Week retains sole editorial control over the content of this coverage.

September 17, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah State University – Campus Master Plan Progress Report

Issue

The Board last approved the Utah State University (USU) Campus Master Plan on September 13, 2013. USU wishes to provide an update regarding the progress of buildings and projects on the Logan and various regional campuses.

USU officials will be present to present this item and respond to questions from the Board.

Commissioner's Recommendation

This is an information item only; no action is required.

David L. Buhler
Commissioner of Higher Education

WAS/GLS/WRH
Attachment

August 25, 2014

Commissioner David L. Buhler
Utah State Board of Regents
Board of Regents Building The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Subject: Utah State University Campus Master Plan Progress Report

Dear Commissioner Buhler:

Utah State University appreciates the opportunity to host the September 26, 2014 Board of Regents' meeting at the Logan campus. At the meeting, we request the opportunity to present a progress report of significant items as they relate to the USU Master Plan. The Master Plan received formal approval by the Board of Regents on September 13, 2013.

The University plans to provide an update on buildings located on the Logan campus including the Athletics Strength and Conditioning Center, Wayne Estes Center, Business building, and Aggie Recreation Center and progress reports relating to statewide projects located on the USU Eastern Price Campus, USU Eastern Blanding Campus, Tooele Regional Campus, and Brigham City Regional Campus.

We appreciate your ongoing support of the Master Plan.

Sincerely,



David T. Cowley
Vice President for
Business and Finance

C: Greg Stauffer
Stan Albrecht
Charles Darnell

September 17, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L Buhler

SUBJECT: Utah Valley University - Request for approval to create the position of General Counsel

Issue

Utah Valley University (UVU) is currently represented in all legal matters by the Utah Attorney General's office. The volume of legal work required by UVU is exceeding the staff availability of the Attorney General's Office. Given the size and complexity of UVU, it is in need of additional legal assistance to provide legal advice, contract review, policy review, and compliance.

Background

Utah State Code §53B-2-106, Duties and Responsibilities of the President of each Institution: Approval by Boards of Trustees and R220, Supplement, Reference to Responsibilities allows for the appointment of attorneys at USHE institutions. Relevant policy language indicates that a USHE president may "...appoint attorneys to provide legal advice to the institution's administration and to coordinate legal affairs" following approval by the Board of Trustees and the Board of Regents. Additional policy language makes it clear that, "these appointed attorneys may not conduct litigation, settle claims covered by the State Risk Management Fund, or issue formal legal opinions but shall, in all respects, cooperate with the Office of the Attorney General in providing legal representation to the institution."

Civil Division Chief Brian Tarbet of the Attorney General's Office has indicated his support for the creation of a General Counsel position at UVU. The Attorney General's Office will retain the responsibility to represent the University in all litigation matters of the University. UVU anticipates dividing legal responsibilities between the Attorney General's Office and the University General Counsel as permitted by policy.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the Utah Valley University request to create the position of General Counsel and if in agreement, approve the request, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/CRW
Attachment



UTAH VALLEY UNIVERSITY
VICE PRESIDENT *for* FINANCE & ADMINISTRATION

August 1, 2014

Commissioner David Buhler
Utah System of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler,

Utah Valley University requests approval to create the position of General Counsel.

Utah Valley University is the second largest public university in the state of Utah. The University is currently represented in all legal issues by the attorney general's office. The attorney general's office is constitutionally given the responsibility to represent the State of Utah in all legal issues

The majority of universities have a general counsel. The Utah Code (53B-2-106 Duties and Responsibilities of the President of each Institution: Approval by Board of Trustees) and Board of Regent Policy (R220 Supplement, Reference to Responsibilities) provides for the position of general counsel. This position can be created with approval of the Attorney General and the State Board of Regents.

R220 Supplement, References to Responsibilities states,

(ii) subject to the authority of, policy established by, and the approval of the board of regents, and recognizing the status of the institutions within the state system of higher education as bodies politic and corporate, appoint attorneys to provide legal advice to the institution's administration and to coordinate legal affairs within the institution. The board of regents shall coordinate activities of attorneys at the institutions of higher education. The institutions shall provide an annual report to the board of regents on the activities of appointed attorneys. These appointed attorneys may not conduct litigation, settle claims covered by the State Risk Management Fund, or issue formal legal opinions but shall, in all respects, cooperate with the Office of the Attorney General in providing legal representation to the institution;

The amount of legal work needed by Utah Valley University is exceeding the amount of staff the attorney general's office is able to provide. The University has need of general counsel to provide advice, contract review, policy review, and compliance.

The attorney general's office retains the responsibility to represent the University in all litigation matters of the university. The University's administration anticipates dividing legal responsibilities between the attorney general's office and university general counsel.

President Holland has met with Brian Tarbet, Civil Division Chief, Attorney General's Office State of Utah, who gave approval for UVU to create a general counsel position for the University.

Sincerely,

A handwritten signature in black ink, appearing to read 'Val Peterson', with a large, stylized initial 'V' and a horizontal line extending to the right.

Val L. Peterson
Vice President
Finance and Administration

cc: President Holland, Greg Stauffer

September 17, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Policy R501, Budgeting Definitions and Guidelines

Issue

Regent Policy R501, *Budgeting Definitions and Guidelines*, has recently been reviewed by the Office of the Commissioner and USHE institutional representatives. This review is part of the continuing review of all Regent Policies. There are significant revisions to the policy, including the deletion of outdated provisions and the addition of provisions for institutional guidance.

Background

Much of R501 has been revised in an effort to clarify and strengthen the policy and provide guidance and consistency for institutional reporting. Sections throughout the policy are repealed because they are outdated or duplicative. The section of the policy for budgeting definitions has significant amendments to further clarify how the system defines full-time equivalent students and faculty, and now references national industry standard budgeting definitions, for which the institutions are expected to conform. The section of the policy for budgeting guidelines now provides a summary of the statutory framework required in budget formulation, and clarifies and differentiates between O&M requests for state-funded vs. non-state-funded buildings in operating and capital facilities budget requests.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve revisions to policy R501, *Budgeting Definitions and Guidelines*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS/AMN
Attachment

R501-1. Purpose: To provide definitions of terms for budgeting and reporting purposes in the Utah System of Higher Education; ~~prohibit the use of carry over surpluses for salaries; provide budgeting and tuition waiver guidelines for higher education's participation in the State Board of Education vocational rehabilitation program; provide guidance for the development of appropriation requests;~~ and address ~~the operation and maintenance costs of capital facilities as a budget priority~~ budgeting procedures outlined in state law.

R501-2. References

- 2.1. Utah Code §53B-7-101 (Combined Requests for Appropriations)
- 2.2. [Utah Code Title 63J, Chapter 1, Budgetary Procedures Act](#)
- 2.3. [Policy R710, Capital Facilities](#)

R501-3. Definitions

3.1. Regular Faculty: A regular faculty member is an individual hired for the academic year whose primary assignment is teaching/research, and who has a recurring contractual relationship with the institution.

~~3.1~~ **3.2. Full-Time Equivalent (FTE) Regular Faculty:** ~~A full time equivalent shall be determined on the following basis:~~ The ratio between a regular faculty member's assignment and the full-time standard at the institution for an academic year. Example: If an institution defines full-time status as teaching 24 credit hours per academic year (12 each semester) and a faculty member teaches 18 credit hours per year, the faculty member is reported as 0.75 FTE. FTE Faculty calculation may vary under some circumstances. USHE Budget Forms and requests for data contain detailed instructions on how to account for FTE depending on the application. In determining aggregate counts of FTE Faculty, institutions may count individuals as FTE Faculty, including the following:

~~3.1.1.—An individual hired for the academic year, by appointment, whose primary assignment is teaching. Their contact hours as to a full load will be determined by the institution in relation to any essential departmental policy or discipline, approved by the administration. For example, a retired professor teaching three hours each semester in the Department of Physics, at a very modest stipend, would be counted as one third FTE faculty if the teaching load established for the Department of Physics by the University of Utah is 9 hours. If the teaching load has been established at 12 hours such an individual would be counted as .25 FTE faculty, and so on.~~

~~3.1.2~~ **3.2.1.** ~~Any administrative executive or regular staff employee or part time lecturer teaching a class in addition to his or her other duties may be prorated and equated to an FTE basis by use of hours of credit the class carries in relation to a full-time load as determined by college department or discipline policy approved by the institution's administration. (indicated in Item 1 above). For example, if the Vice President for Administrative Services teaches one course in management, for 2 hours credit, in one semester, once a year, and if the teaching load in the Department of Management is 12 hours, the Administrative Vice President would be listed as one sixth FTE~~

¹ Adopted June 24, 1975; amended July 21, 1975, June 22, 1976, May 9, 1986, March 25, 1994 and May 17, 2013.

~~faculty member for that particular semester, or on the basis of the entire year, one twelfth or the appropriate decimal fraction thereof for the entire year.~~

~~3.1.3 3.2.2. Regular faculty members who have reduced teaching assignments with part of their time related to sponsored research or other assignments shall be prorated to an FTE by use of hours of credit the class carries in relation to the full-time load, as determined by college department or discipline policy as approved by the institution's administration. ~~For example, a professor of chemistry, who is authorized by the institution to conduct and administer a research grant involving shale oil extraction, and is on part salary from the Department of Chemistry budget, devoting part time to the research project, and who teaches a 6-hour load each semester, would be counted as one-half FTE faculty member if the full load in that particular university department is 12 hours per semester, and so on.~~~~

~~3.2 3.3. FTE Graduate Teaching Assistants and Wage-Rated Instructors: Graduate teaching assistants and wage-rated instructors having class teaching responsibility shall be equated to FTE based on the ratio between a graduate teaching assistant or wage-rated instructor's assignment and the full-time standard at the institution for an academic year. ~~shall be prorated on a FTE basis, by using hours of credit the class carries in relation to a full-time load of faculty within the same department. Teaching assistants and wage-rated instructors will be reported separately to 1 and 2 above on an FTE basis.~~~~

~~3.3. — Classified Personnel: Includes employees who are non-exempt under the provisions of the Fair Labor Standards Act (FLSA).~~

~~3.4. — Administrative Staff: Includes employees who are exempt under the provisions of the FLSA.~~

3.4. Annualized FTE Students: To calculate a full-time equivalent (FTE) student during a 12-month period, an institution shall divide the student's attempted credit hours by 30 for an undergraduate student, or by 20 for a graduate student.

3.5. General Terms: The Utah System of Higher Education shall use generally-recognized industry standard definitions for budget and financial functions as defined by the National Association of College and University Business Officers (NACUBO).

3.6. One-Time Federal Funds: As used in this policy, "one-time federal funds" means a set amount of money from any federal government source that a USHE Institution does not have reason to believe will be available in the future on an on-going basis.

R501-4. Guidelines

~~4.1. — Prohibition of Use of Carry Over Surplus for Salaries: Carry forward funds from one fiscal year cannot be used to adjust salaries for the subsequent fiscal year.~~

~~4.2. — Appropriations for Vocational Rehabilitation Program Tuition: The State Board of Regents shall request that the legislature appropriate funds directly to the State Board of Education for payment of full tuition to each of the institutions of higher education under the State Board of Education vocational rehabilitation program.~~

~~4.3. — Tuition Waivers: No waivers of tuition or fees shall be made by any of the institutions to vocational rehabilitation students.~~

4.1. Board Establishes Budget: Each year, as provided by statute, the Board of Regents will prepare a budget to recommend to the Legislature that includes:

4.1.1. employee compensation;

4.1.2. mandatory costs, including building operations and maintenance, fuel, and power;

4.1.3. mission based funding;

4.1.4. statewide and institutional priorities, including scholarships, financial aid, and technology infrastructure; and

4.2. Review Each Item on Own Merits: The Board encourages institutions to consider, when accepting one-time federal funds, that a future budget request for replacement of expiring one-time federal funding with state appropriations will be based on its own merits as if it were a new program.

4.4. 4.3. Operation and Maintenance (O & M) Costs of State-Funded Capital Facilities: O & M costs of capital development projects funded by the state legislature are handled through the Regents' Capital Development funding request.

4.4. **Operation and Maintenance O & M Costs of Non-State Funded Capital Facilities:** ~~Operation and maintenance~~ (O & M) costs of non-state funded capital facilities projects ~~will~~ may be included as an high operating budget priority if the Regents have approved both (1) the construction or acquisition of the facility or space, ~~irrespective of funding source,~~ and (2) the payment of O & M from state tax funds.

4.4.1. The amount of O & M costs included as a high budget priority will be the amount initially approved by the Regents, adjusted for appropriate inflationary cost increases, unless a different amount is justified.

4.4.2. O & M costs resulting from renovation (capital developments and improvements) will be included as a high budget priority if the renovation has been approved by the Regents. Except in unusual circumstances, Regent approval shall be obtained prior to the budget process and prior to any renovation requiring increased O & M funding.

~~4.4.3.— O & M costs in excess of the amounts approved under 4.5.1. and~~

~~4.4.4.— above will be included as a lower budget priority or funded with institutional funds unless the Board directs the costs be moved to a high budget priority.~~

~~4.4.5~~ 4.4.3. O & M costs associated with leased facilities shall be treated as lease costs under the Regent's lease policies rather than as O & M costs of capital facilities.

R501-1. Purpose: To provide definitions of terms for budgeting and reporting purposes in the Utah System of Higher Education; provide guidance for the development of appropriation requests; and address budgeting procedures outlined in state law.

R501-2. References

- 2.1. Utah Code §53B-7-101 (Combined Requests for Appropriations)
- 2.2. Utah Code Title 63J, Chapter 1, Budgetary Procedures Act
- 2.3. Policy R710, Capital Facilities

R501-3. Definitions

3.1. Regular Faculty: A regular faculty member is an individual hired for the academic year whose primary assignment is teaching/research, and who has a recurring contractual relationship with the institution.

3.2. Full-Time Equivalent (FTE) Regular Faculty: The ratio between a regular faculty member's assignment and the full-time standard at the institution for an academic year. Example: If an institution defines full-time status as teaching 24 credit hours per academic year (12 each semester) and a faculty member teaches 18 credit hours per year, the faculty member is reported as 0.75 FTE. FTE Faculty calculation may vary under some circumstances. USHE Budget Forms and requests for data contain detailed instructions on how to account for FTE depending on the application. In determining aggregate counts of FTE Faculty, institutions may count individuals as FTE Faculty, including the following: __

3.2.1. An executive or regular staff employee teaching a class in addition to his or her other duties may be prorated and equated to an FTE basis by use of hours of credit the class carries in relation to a full-time load as determined by college department or discipline policy approved by the institution's administration.

3.2.2. Regular faculty members who have reduced teaching assignments with part of their time related to sponsored research or other assignments shall be prorated to an FTE by use of hours of credit the class carries in relation to the full-time load, as determined by college department or discipline policy as approved by the institution's administration.

3.3. FTE Graduate Teaching Assistants and Wage-Rated Instructors: Graduate teaching assistants and wage-rated instructors having class teaching responsibility shall be equated to FTE based on the ratio between a graduate teaching assistant or wage-rated instructor's assignment and the full-time standard at the institution for an academic year.

3.4. Annualized FTE Students: To calculate a full-time equivalent (FTE) student during a 12-month period, an institution shall divide the student's attempted credit hours by 30 for an undergraduate student, or by 20 for a graduate student.

¹ Adopted June 24, 1975; amended July 21, 1975, June 22, 1976, May 9, 1986, March 25, 199, May 17, 2013 and September 26, 2014.

3.5. General Terms: The Utah System of Higher Education shall use generally-recognized industry standard definitions for budget and financial functions as defined by the National Association of College and University Business Officers (NACUBO).

3.6. One-Time Federal Funds: As used in this policy, "one-time federal funds" means a set amount of money from any federal government source that a USHE Institution does not have reason to believe will be available in the future on an on-going basis.

R501-4. Guidelines

4.1. Board Establishes Budget: Each year, as provided by statute, the Board of Regents will prepare a budget to recommend to the Legislature that includes:

4.1.1. employee compensation;

4.1.2. mandatory costs, including building operations and maintenance, fuel, and power;

4.1.3. mission based funding;

4.1.4. statewide and institutional priorities, including scholarships, financial aid, and technology infrastructure; and

4.2. Review Each Item on Own Merits: The Board encourages institutions to consider, when accepting one-time federal funds, that a future budget request for replacement of expiring one-time federal funding with state appropriations will be based on its own merits as if it were a new program.

4.3. Operation and Maintenance (O & M) Costs of State-Funded Capital Facilities: O & M costs of capital development projects funded by the state legislature are handled through the Regents' Capital Development funding request.

4.4. O & M Costs of Non-State Funded Capital Facilities: O & M costs of non-state funded capital facilities projects may be included as an operating budget priority if the Regents have approved both (1) the construction or acquisition of the facility or space and (2) the payment of O & M from state tax funds.

4.4.1. The amount of O & M costs included as a budget priority will be the amount initially approved by the Regents, adjusted for appropriate inflationary cost increases, unless a different amount is justified.

4.4.2. O & M costs resulting from renovation (capital developments and improvements) will be included as a budget priority if the renovation has been approved by the Regents. Except in unusual circumstances, Regent approval shall be obtained prior to the budget process and prior to any renovation requiring increased O & M funding.

4.4.3. O & M costs associated with leased facilities shall be treated as lease costs under the Regent's lease policies rather than as O & M costs of capital facilities.

September 17, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Policy R506, Inventory of Budget Related and Self Supporting Courses

Issue

Regent Policy R506, *Inventory of Budget Related and Self Supporting Courses*, has recently been reviewed by the Office of the Commissioner (OCHE) and Utah System of Higher Education (USHE) institutional representatives. This review is part of the continuing review of all Regent Policies.

Background

The amendments to R506 are largely technical, deleting outdated provisions and adding language to better conform to USHE's Data Dictionary. Staff at OCHE worked extensively with Institutional Research representatives and Budget Officers to update the policy. Technical and substantive revisions to policy R506, *Inventory of Budget Related and Self Supporting Courses*, include:

- **Sections throughout policy** – Updates references to course level, from 100 to 1000
- **Sections throughout policy** – Removes references to “remedial” courses, instead describing courses as above or below 1000 (as suggested by institutional research representatives)
- **Sections throughout policy** – Changes from “course is taught in Utah” to “course originates in Utah” to account for online courses
- **Sections throughout policy** – Adds clarification about where instruction is received; matches language in USHE's data dictionary
- **Sections throughout policy** – Moves conjunctions “AND” and “OR” to read in a more logical sequence
- **Section 4.2. and 5.2.** – Updates language related to concurrent enrollment courses to match language in USHE's data dictionary, removing references to where the course is taught
- **Section 4.3.** – Removes references to specific institutions, provides language consistent with R315
- **Section 4.5.** – Updates references to technical education, from “ATE” to “CTE”
- **Sections 4.5., 5.1.2., 5.4.** – Removes references to “ATCSR (Applied Technology Center Service Region) funding” as a funding source
- **Section 5.1.10.** – Added to account for new types of courses; matches language in USHE data dictionary

Commissioner's Recommendation

The Commissioner recommends that the Regents approve revisions to policy R506, *Inventory of Budget Related and Self Supporting Courses*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS/AMN
Attachment

R506-1. Purpose: To provide guidance [and uniformity](#) to the categorization of courses as budget-related or self-supporting for state funding purposes.

R506-2. References

- 2.1. Utah Code [§53B-7-101](#) (Combined Requests for Appropriations - Appropriation Formulas)
- 2.2. Policy and Procedure [R501](#), Budgeting Definitions and Guidelines
- [2.3. Policy and Procedure R315, Service Area Designations and Coordination of Off-Campus Courses and Programs](#)
- ~~2.3~~ [2.4. Enrollment Category Decision Tree](#) ~~for Acrobat Reader~~

R506-3. Utah System of Higher Education Course Inventory

- 3.1. **Supervised Instruction:** For courses to be included in the USHE Course Inventory, instruction must occur and the institution must supervise the instruction.
- 3.2. **Separate Designation for Credit and Not for Credit Courses:** Whenever a specific course offering can be taken either for credit or not for credit, the different registration categories are to be provided by separate section numbers scheduled at the same time and location.

R506-4. Budget-Related Courses for State Funding Purposes

- 4.1. **Budget-Related Regular (BA):** (course must meet all of the following criteria)
 - Course is for credit.
 - Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
 - Board approved tuition is assessed.
 - All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
 - Course ~~is taught~~ [originates](#) in Utah or [is taught](#) through study abroad.
 - Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
 - Course level is ~~100~~ [1000](#) or above (~~non-remedial~~)

[#AND# course must also meet one of the following sets of criteria](#)

- 4.1.1. ~~#AND# (course must also meet all points of one of the following two sets of criteria)~~ [Offered to the general public](#)

¹ Approved September 12, 1997, revised August 7, 1998, amended April 20, 2001, March 14, 2002, March 10, 2006 and October 26, 2006.

- Course section is offered to the general public not primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course is not a correspondence course.
- Course is not for concurrent enrollment students (i.e. for secondary students concurrently receiving college credit and high school credit).

#OR#

4.1.2. ~~#OR#~~ Not offered to the general public

- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was not developed specifically for a particular business or organization.
- Course enrollees are not predominantly non-matriculated employees of the institution.

4.2. Budget-Related Concurrent Enrollment (BC): (course must meet ~~one~~ all of the following ~~sets of~~ criteria)

~~4.2.1.—Offered at high school site via technology~~

- Course is for credit.
- ~~Course is offered at a high school site.~~
- Course is a concurrent enrollment course (i.e. for secondary students concurrently receiving college credit and high school credit) and enrollment activity is supported from state concurrent enrollment funds.
- ~~Course is delivered via technology.~~

~~4.2.2.—#OR#: Not offered at high school site~~

- ~~Course is for credit.~~
- ~~Course is not offered at a high school site.~~
- ~~Board approved tuition is assessed.~~
- All instructor costs of the course are paid for by the USHE institution. institutional funds (e.g. external funds have not been received or ear marked to pay instructor costs).
- Course is taught in Utah ~~or through study abroad.~~
- ~~Course section is part of regular curriculum and is taught on a full term basis or equivalent to a full term basis or until a defined competency is achieved.~~
- ~~Course level is 100 or above (non remedial).~~
- ~~Course is not a correspondence course.~~
- ~~Course is for concurrent students.~~

4.3. Budget-Related ~~Remedial~~ Course Below 1000 (BU): (course must meet all of the following criteria)

- Course is for credit.
- Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
- Board approved tuition is assessed.

- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course ~~is taught~~ originates in Utah ~~or through study abroad~~.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is below ~~100~~ 1000.
- Course is taught by ~~WSU, Snow, Dixie, CEU, UVSC, or SLCC~~ an institution with a community college mission (except for CTE courses, which are part of each institution's mission except the University of Utah) or by USU at its branch campuses or continuing education centers after a community college chooses not to exercise its right of first refusal to offer a remedial class.

4.4. **Budget-Related STIT (BV):** (course must meet all of the following criteria)

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program ~~(i.e. remedial)~~.
- Course is a short-term intensive training course funded with state STIT appropriations.

4.5. **Budget-Related ~~Non~~ Not for Credit ATE CTE (BY):** (course must meet all of the following criteria)

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program ~~(i.e. remedial)~~.
- Course is not a short-term intensive training course funded with state STIT appropriations.
- ~~Course is not funded by ATCSR funding (i.e. appropriation made to either public education or higher education funneled to the institution to support ATC type training programs in areas of the state without freestanding ATC's).~~
- Course is not funded by Custom Fit funding (i.e. appropriation made to ~~public education funneled to~~ the institution to support company-specific vocational training programs).
- Course is creditable towards a Board approved degree/award program or is a pre-requisite to such program.

R506-5. Self-Supporting Courses for State Funding Purposes

5.1. **Self-Supporting Regular (SD):** (course must meet ~~all points of~~ any one of the following sets of criteria)

5.1.1. **Not for credit:** Not vocational or vocational pre-requisite

- Course is not for credit.
- Course is not vocational or pre-requisite to a vocational program ~~(i.e. remedial)~~.

#OR#

5.1.2. ~~#OR#:~~ Not creditable towards a Board approved degree/award program

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program ~~(i.e. remedial)~~.
- Course is not a short-term intensive training course funded with state STIT appropriations.
- ~~Course is not funded by ATCSR funding.~~
- Course is not funded by Custom Fit funding.

- Course is not creditable towards a Board approved degree/award program or is a pre-requisite to such program.

#OR#

5.1.3. ~~#OR#~~: For credit: Board approved tuition not assessed

- Course is for credit.
- Board approved tuition is not assessed.

#OR#

5.1.4. ~~#OR#~~: Instructor costs not paid by institutional funds

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are not paid for by institutional funds (e.g. external funds have been received or ear-marked to pay instructor costs).

#OR#

5.1.5. ~~#OR#~~: Not taught or originating in Utah or through study abroad

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course does not originate in Utah or is not taught in Utah or through study abroad.

#OR#

5.1.6. ~~#OR#~~: Not part of regular curriculum - not taught on a full-term basis

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course ~~is taught~~ originates in Utah or is taught through study abroad.
- Course section is not part of regular curriculum or is not taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.

#OR#

5.1.7. ~~#OR#~~: Not offered to general public

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.

- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is ~~100~~ 1000 or above (~~non-remedial~~).
- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was developed specifically for a particular business or organization.

#OR#

5.1.8. ~~#OR#~~: In-service training for institutional employees

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course ~~is taught~~ originates in Utah or is taught through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is ~~100~~ 1000 or above (~~non-remedial~~).
- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was not developed specifically for a particular business or organization.
- Course enrollees are predominantly non-matriculated employees of the institution.

#OR#

5.1.9. ~~#OR#~~: Correspondence study

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course ~~is taught~~ originates in Utah or is taught through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is ~~100~~ 1000 or above (~~non-remedial~~).
- Course section is offered to the general public not primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course is a correspondence course.

#OR#

5.1.10. Technology-based course for non-resident student

- Course is delivered to the student through technology.
- Student is a non-resident of Utah under provision of R512, Determination of Resident Status and is residing outside of Utah.

5.2. **Self-Supporting Concurrent Enrollment (SF):** (course must meet all of the following criteria)

- Course is for credit.
- ~~Course offered at a high school site.~~
- Course is a concurrent enrollment course (i.e. for secondary students concurrently receiving college credit and high school credit) and enrollment activity is supported from state concurrent enrollment funds.
- ~~Course is not delivered via technology.~~
- Instructional costs of the course are paid for by the high school or district.
- Course is taught in Utah.

5.3. **Self-Supporting Remedial Course Below 1000 (SM):** (course must meet all of the following criteria)

- Course is for credit.
- Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
- Board approved tuition is not assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course ~~is taught~~ originates in Utah ~~or through study abroad.~~
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is below ~~100~~ 1000.
- ~~Course is taught by one of the following institutions: UU, USU (unless it is considered budget related under 4.3), or SUU.~~

~~5.4. — Self-Supporting ATCSR (SP):~~ (course must meet all of the following criteria)

- ~~Course is non credit.~~
- ~~Course is vocational or pre-requisite to a vocational program (i.e. remedial).~~
- ~~Course is funded by ATCSR funding (i.e. appropriation made to either public education or higher education funneled to the institution to support ATC type training programs in areas of the state without freestanding ATC's).~~

~~5.5~~ 5.4. **Self-Supporting Custom Fit (SQ):** (course must meet all the following criteria)

- Course is ~~non~~ not for credit.
- Course is vocational or pre-requisite to a vocational program ~~(i.e. remedial).~~
- Course funded by Custom Fit funding (i.e. appropriation made to ~~public education funneled to~~ the institution to support company-specific vocational training programs).

R506-1. Purpose: To provide guidance and uniformity to the categorization of courses as budget-related or self-supporting for state funding purposes.

R506-2. References

- 2.1. Utah Code §53B-7-101 (Combined Requests for Appropriations - Appropriation Formulas)
- 2.2. Policy and Procedure R501, Budgeting Definitions and Guidelines
- 2.3. Policy and Procedure R315, Service Area Designations and Coordination of Off-Campus Courses and Programs
- 2.4. Enrollment Category Decision Tree

R506-3. Utah System of Higher Education Course Inventory

- 3.1. **Supervised Instruction:** For courses to be included in the USHE Course Inventory, instruction must occur and the institution must supervise the instruction.
- 3.2. **Separate Designation for Credit and Not for Credit Courses:** Whenever a specific course offering can be taken either for credit or not for credit, the different registration categories are to be provided by separate section numbers scheduled at the same time and location.

R506-4. Budget-Related Courses for State Funding Purposes

- 4.1. **Budget-Related Regular (BA):** (course must meet all of the following criteria)
 - Course is for credit.
 - Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
 - Board approved tuition is assessed.
 - All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
 - Course originates in Utah or is taught through study abroad.
 - Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
 - Course level is 1000 or above

#AND# course must also meet one of the following sets of criteria

- 4.1.1. **Offered to the general public**

¹ Approved September 12, 1997, revised August 7, 1998, amended April 20, 2001, March 14, 2002, March 10, 2006, October 26, 2006, and September 26, 2014.

- Course section is offered to the general public not primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course is not a correspondence course.
- Course is not for concurrent enrollment students (i.e. for secondary students concurrently receiving college credit and high school credit).

#OR#

4.1.2. Not offered to the general public

- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was not developed specifically for a particular business or organization.
- Course enrollees are not predominantly non-matriculated employees of the institution.

4.2. Budget-Related Concurrent Enrollment (BC): (course must meet all of the following criteria)

- Course is for credit.
- Course is a concurrent enrollment course (i.e. for secondary students concurrently receiving college credit and high school credit) and enrollment activity is supported from state concurrent enrollment funds.
- All instructor costs of the course are paid for by the USHE institution.
- Course is taught in Utah.

4.3. Budget-Related Course Below 1000 (BU): (course must meet all of the following criteria)

- Course is for credit.
- Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course originates in Utah.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is below 1000.
- Course is taught by an institution with a community college mission (except for CTE courses, which are part of each institution's mission except the University of Utah) or by USU at its branch campuses or continuing education centers after a community college chooses not to exercise its right of first refusal to offer a remedial class.

4.4. Budget-Related STIT (BV): (course must meet all of the following criteria)

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program.
- Course is a short-term intensive training course funded with state STIT appropriations.

4.5. Budget-Related Not for Credit CTE (BY): (course must meet all of the following criteria)

- Course is not for credit.

- Course is vocational or pre-requisite to a vocational program.
- Course is not a short-term intensive training course funded with state STIT appropriations.
- Course is not funded by Custom Fit funding (i.e. appropriation made to the institution to support company-specific vocational training programs).
- Course is creditable towards a Board approved degree/award program or is a pre-requisite to such program.

R506-5. Self-Supporting Courses for State Funding Purposes

5.1. Self-Supporting Regular (SD): (course must meet any one of the following sets of criteria)

5.1.1. Not for credit: Not vocational or vocational pre-requisite

- Course is not for credit.
- Course is not vocational or pre-requisite to a vocational program.

#OR#

5.1.2. Not creditable towards a Board approved degree/award program

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program.
- Course is not a short-term intensive training course funded with state STIT appropriations.
- Course is not funded by Custom Fit funding.
- Course is not creditable towards a Board approved degree/award program or is a pre-requisite to such program.

#OR#

5.1.3. For credit: Board approved tuition not assessed

- Course is for credit.
- Board approved tuition is not assessed.

#OR#

5.1.4. Instructor costs not paid by institutional funds

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are not paid for by institutional funds (e.g. external funds have been received or ear-marked to pay instructor costs).

#OR#

5.1.5. Not taught or originating in Utah or through study abroad

- Course is for credit.
- Board approved tuition is assessed.

- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course does not originate in Utah or is not taught in Utah or through study abroad.

#OR#

5.1.6. Not part of regular curriculum - not taught on a full-term basis

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course originates in Utah or is taught through study abroad.
- Course section is not part of regular curriculum or is not taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.

#OR#

5.1.7. Not offered to general public

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is 1000 or above.
- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was developed specifically for a particular business or organization.

#OR#

5.1.8. In-service training for institutional employees

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course originates in Utah or is taught through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is 1000 or above.
- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was not developed specifically for a particular business or organization.
- Course enrollees are predominantly non-matriculated employees of the institution.

#OR#

5.1.9. Correspondence study

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course originates in Utah or is taught through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is 1000 or above.
- Course section is offered to the general public not primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course is a correspondence course.

#OR#

5.1.10. Technology-based course for non-resident student

- Course is delivered to the student through technology.
- Student is a non-resident of Utah under provision of R512, Determination of Resident Status and is residing outside of Utah.

5.2. Self-Supporting Concurrent Enrollment (SF): (course must meet all of the following criteria)

- Course is for credit.
- Course is a concurrent enrollment course (i.e. for secondary students concurrently receiving college credit and high school credit) and enrollment activity is supported from state concurrent enrollment funds.
- Instructional costs of the course are paid for by the high school or district.
- Course is taught in Utah.

5.3. Self-Supporting Course Below 1000 (SM): (course must meet all of the following criteria)

- Course is for credit.
- Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
- Board approved tuition is not assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course originates in Utah.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is below 1000.

5.4. Self-Supporting Custom Fit (SQ): (course must meet all the following criteria)

- Course is not for credit.

- Course is vocational or pre-requisite to a vocational program.
- Course funded by Custom Fit funding (i.e. appropriation made to the institution to support company-specific vocational training programs).

September 17, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Weber State University - Property Purchases

Issue

Weber State University (WSU) is requesting authorization to acquire two properties on Birch Street located adjacent to the Ogden campus (see attached photo map). These homes are part of WSU's Campus Master Plan and have been on its acquisition list for more than a decade.

Background

WSU tried to purchase the first home, located on the corner of Birch and Edvalson Streets (3675 Birch Street), several years ago but was unable to negotiate an acceptable purchase price. The home was sold to another party. The current appraisal (attached) is \$214,000 and the negotiated purchase price is \$220,000.

The second home is located at 3659 Birch Street on an adjoining lot and can be purchased at the appraised price (copy attached) of \$203,000.

WSU owns the two properties that are across the street from these two homes. The intended future use of these properties is to demolish the homes to provide for increased student parking (see attached diagram) near the new Tracy Hall Science Center that is currently under construction.

Funding for these purchases will come from the university's land acquisition fund. Regents' approval of the purchases is required as an exception to policy because the negotiated price for the 3675 Birch Street property exceeds the appraised value.

WSU officials will be present at the meeting to provide additional information and respond to questions.

Commissioner's Recommendation

The Commissioner recommends approval of the purchase of these desirable properties.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment



August 26, 2014

Mr. Dave Buhler, Commissioner
Utah System of Higher Education
Board of Regents Building
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler,

Weber State University seeks to acquire two homes adjacent to the Ogden Campus. As shown in the attached maps, the homes are at the northern edge of campus along Edvalson Street. Eventually, the homes would be demolished and provide for increased student parking near the new Tracy Hall Science Center. These homes are part of WSU's Campus Master Plan and have been on our acquisition list for over a decade.

The first home is located at 3675 Birch Street and was built in 1956. It appraised in June 2014 for \$214,000 by Lifferth Appraisal Company (MAI appraisers). The agreed upon purchase price is \$220,000.

The second home is located at 3659 Birch Street and was built in 1956. It appraised in June 2014 for \$203,000 (also by Lifferth). The agreed upon purchase price is \$203,000.

Funding for these acquisitions will come from the university's land acquisition fund.

Please place this item on the Regents September 2014 agenda.

Sincerely,

A handwritten signature in black ink, appearing to read 'Norm Tarbox'.

Dr. Norm Tarbox
Vice President for Administrative Services

APPRAISAL OF



LOCATED AT:

3659 Birch Ave
Ogden, UT 84403-2121

CLIENT:

Rich Sirken
3700 Skyline Parkway Dept 2601
Ogden, UT 84408

AS OF:

June 9, 2014

BY:

Gentry Lawson

Lifferth Appraisal Company Inc.
Residential Appraisal Report

GPAR
 File No. 5-24-19W

PURPOSE

The purpose of this appraisal report is to provide the client with a credible opinion of the defined value of the subject property, given the intended use of the appraisal.

Client Name/Intended User **Rich Sirken** E-mail **richardsirken@weber.edu**

Client Address **3700 Skyline Parkway Dept 2601** City **Ogden** State **UT** Zip **84408**

Additional Intended User(s) **The client is the identified user of this appraisal but it is understood that others may read the report.**

Intended Use **To establish market value for a potential sale.**

SUBJECT

Property Address **3659 Birch Ave** City **Ogden** State **UT** Zip **84403-2121**

Owner of Public Record **Joseph Langford** County **Weber**

Legal Description **See Attached Addendum**

Assessor's Parcel # **05-024-0019** Tax Year **2013** R.E. Taxes \$ **1,834**

Neighborhood Name **East Ogden** Map Reference **County** Census Tract **2015.00**

Property Rights Appraised Fee Simple Leasehold Other (describe)

SALES HISTORY

My research did did not reveal any prior sales or transfers of the subject property for the three years prior to the effective date of this appraisal.

Prior Sale/Transfer: Date **03/12/2012** Price **N/A** Source(s) **Public Records; WFRMLS**

Analysis of prior sale or transfer history of the subject property (and comparable sales, if applicable) **The subject transferred title on 3/12/2012 but does not appear to be a market transaction. As such, no sales price is associated with the transfer. Other than what is shown in the grid, the comparable sales have not transferred title during the past year.**

Offerings, options and contracts as of the effective date of the appraisal **No offerings, options or contracts are outstanding on the property.**

NEIGHBORHOOD

Neighborhood Characteristics			One-Unit Housing Trends			One-Unit Housing		Present Land Use %			
Location	<input type="checkbox"/> Urban	<input checked="" type="checkbox"/> Suburban	<input type="checkbox"/> Rural	Property Values	<input type="checkbox"/> Increasing	<input checked="" type="checkbox"/> Stable	<input type="checkbox"/> Declining	PRICE	AGE	One-Unit	80 %
Built-Up	<input checked="" type="checkbox"/> Over 75%	<input type="checkbox"/> 25-75%	<input type="checkbox"/> Under 25%	Demand/Supply	<input type="checkbox"/> Shortage	<input checked="" type="checkbox"/> In Balance	<input type="checkbox"/> Over Supply	\$(000)	(yrs)	2-4 Unit	5 %
Growth	<input type="checkbox"/> Rapid	<input checked="" type="checkbox"/> Stable	<input type="checkbox"/> Slow	Marketing Time	<input checked="" type="checkbox"/> Under 3 mths	<input type="checkbox"/> 3-6 mths	<input type="checkbox"/> Over 6 mths	76 Low	30	Multi-Family	%
Neighborhood Boundaries	See Addendum							225 High	65	Commercial	15 %
								200 Pred.	50	Other	%

Neighborhood Description **Homes in the neighborhood vary in age, style, construction quality, and overall appeal, but are compatible with one another. Schools, houses of worship and city parks are available nearby. Major shopping and employment opportunities are available two miles to the northwest in Ogden City. There is a good road system in the area and access is convenient.**

Market Conditions (including support for the above conclusions) **The attached Market Conditions form shows the data from the competitive market and provides the support for the above conclusions.**

SITE

Dimensions **80'x150'** Area **12000 Sq.Ft.** Shape **Rectangular** View **Residential**

Specific Zoning Classification **R-1-8** Zoning Description **See Attached Addendum**

Zoning Compliance Legal Legal Nonconforming (Grandfathered Use) No Zoning Illegal (describe)

Is the highest and best use of the subject property as improved (or as proposed per plans and specifications) the present use? Yes No If No, describe. **See Attached Addendum**

Utilities	Public	Other (describe)	Public	Other (describe)	Off-site Improvements—Type	Public	Private
Electricity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Water	<input checked="" type="checkbox"/>	Street	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sanitary Sewer	<input checked="" type="checkbox"/>	Alley	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Site Comments **The site is mostly level at grade but appears to allow for adequate drainage. The site is landscaped with sod, mature trees and shrubs. No adverse site conditions were noted that would negatively impact the subject's value.**

IMPROVEMENTS

GENERAL DESCRIPTION		FOUNDATION		EXTERIOR DESCRIPTION materials		INTERIOR materials	
Units	<input checked="" type="checkbox"/> One <input type="checkbox"/> One w/Acc. unit <input type="checkbox"/>	<input type="checkbox"/> Concrete Slab <input type="checkbox"/> Crawl Space	Foundation Walls	Concrete/Avg	Floors	CT,Hw,Cpt/Avg	
# of Stories	1	<input checked="" type="checkbox"/> Full Basement <input type="checkbox"/> Partial Basement	Exterior Walls	Brk/Ave	Walls	Shtcrck/Avg	
Type	<input checked="" type="checkbox"/> Det. <input type="checkbox"/> Att. <input type="checkbox"/> S-Det./End Unit	Basement Area	1228 sq. ft.	Roof Surface	Asphlt/Avg	Trim/Finish	Pntd/Avg
	<input checked="" type="checkbox"/> Existing <input type="checkbox"/> Proposed <input type="checkbox"/> Under Const.	Basement Finish	100 %	Gutters & Downspouts	Alum/Avg	Bath Floor	CT/Avg
Design (Style)	Rmblr/Rnch	<input checked="" type="checkbox"/> Outside Entry/Exit <input type="checkbox"/> Sump Pump	Window Type	Thrm,Sng/Avg	Bath Wainscot	CT/Avg	
Year Built	1956		Storm Sash/Insulated	None/Yes/Avg	Car Storage	<input type="checkbox"/> None	
Effective Age (Yrs)	20		Screens	Mesh/Avg	<input checked="" type="checkbox"/> Driveway	# of Cars	3
Attic	<input type="checkbox"/> None	Heating	<input checked="" type="checkbox"/> FWA <input type="checkbox"/> HW <input type="checkbox"/> Radiant	Amenities	<input type="checkbox"/> WoodStove(s) #	Driveway Surface	Concrete
<input type="checkbox"/> Drop Stair	<input type="checkbox"/> Stairs	<input type="checkbox"/> Other	Fuel Gas	<input type="checkbox"/> Fireplace(s) #	<input checked="" type="checkbox"/> Fence	ChnLnk	# of Cars
<input type="checkbox"/> Floor	<input checked="" type="checkbox"/> Scuttle	Cooling	<input checked="" type="checkbox"/> Central Air Conditioning	<input checked="" type="checkbox"/> Patio/Deck	1/0	<input checked="" type="checkbox"/> Porch	Concrete
<input type="checkbox"/> Finished	<input type="checkbox"/> Heated	<input type="checkbox"/> Individual	<input type="checkbox"/> Other	<input type="checkbox"/> Pool	<input type="checkbox"/> Other	<input checked="" type="checkbox"/> Att.	<input type="checkbox"/> Det. <input type="checkbox"/> Built-in

Appliances Refrigerator Range/Oven Dishwasher Disposal Microwave Washer/Dryer Other (describe)

Finished area above grade contains: **5 Rooms 3 Bedrooms 1.1 Bath(s) 2,455 Square Feet of Gross Living Area Above Grade**

Additional Features **The subject features a mother-in-law apartment in the basement. Additionally, the home features built-in cabinets and drawers. The landscaped site is watered with a sprinkler system.**

Comments on the Improvements **The improvements have been adequately maintained but feature typical wear and tear for their age given the fact that the subject is rented out as a duplex. The improvements and finishwork are of good quality construction. Some but not all improvements have been updated since the original construction. The interior decor is mostly neutral in color and has average appeal. Overall, the dwelling has been adequately maintained.**

Lifferth Appraisal Company Inc.
Residential Appraisal Report

GPAR
File No. 5-24-19W

FEATURE	SUBJECT	COMPARABLE SALE NO. 1		COMPARABLE SALE NO. 2		COMPARABLE SALE NO. 3	
3659 Birch Ave Address Ogden, UT 84403		2816 Polk Ave Ogden, UT 84403		3025 Polk Ave Ogden, UT 84403		3502 S Polk Ave Ogden, UT 84403	
Proximity to Subject		1.20 miles NE		0.89 miles NW		0.22 miles NW	
Sale Price	\$		\$ 195,000		\$ 205,000		\$ 200,500
Sale Price/Gross Liv. Area	\$ 0.00 sq. ft.	\$ 149.20 sq. ft.		\$ 136.94 sq. ft.		\$ 164.88 sq. ft.	
Data Source(s)		WFRMLS#1175976;DOM 250		WFRMLS#1182864;DOM 25		WFRMLS#1211124;DOM 7	
Verification Source(s)		Doc#2686348 05/14/2014		Doc#2658471 10/03/2013		Doc#2683694 04/24/2014	
VALUE ADJUSTMENTS	DESCRIPTION	DESCRIPTION	+(-) \$ Adjustment	DESCRIPTION	+(-) \$ Adjustment	DESCRIPTION	+(-) \$ Adjustment
Sale or Financing Concessions		Conv Slr Concessions	-5,000	Conv Slr Concessions	0	FHA Slr Concessions	-5,000
Date of Sale/Time		s05/14;c04/14		s10/13;c09/13		s03/14;c02/14	
Location	Typical	Typical		Typical		Typical	
Leasehold/Fee Simple	Fee Simple	Fee Simple		Fee Simple		Fee Simple	
Site	12000 Sq.Ft.	12197 sf	0	10019 sf	1,000	10890 sf	1,000
View	Residential	Residential		Residential		Residential	
Design (Style)	Rambler	Rambler		Rambler		Rambler	
Quality of Construction	Brk	Brk		Brk		Brk	
Actual Age	58	65	0	63	0	61	0
Condition	Average-Good	Average-Good		Average-Good		Average-Good	
Above Grade	Total Bdrms Baths	Total Bdrms Baths		Total Bdrms Baths		Total Bdrms Baths	
Room Count	5 3 1.1	5 3 1.0	2,000	5 3 1.0	2,000	5 3 1.0	2,000
Gross Living Area 30.00	1,228 sq. ft.	1,307 sq. ft.	0	1,497 sq. ft.	-8,000	1,216 sq. ft.	0
Basement & Finished Rooms Below Grade	1228sf1228sf 1rr3br2.0ba1o	1307sf1046sf 1rr1br1.0ba0o	0 5,000	1497sf1497sfwo 1rr1br2.0ba1o	-2,500 -2,500	1216sf1216sf 1rr2br1.0ba1o	0 3,000
Functional Utility	Good	Good		Good		Good	
Heating/Cooling	GFWA/CAC	GFWA/EvpClr	1,000	GFWA/CAC		GFWA/CAC	
Energy Efficient Items	Typical for age	Typical for age		Typical for age		Typical for age	
Garage/Carport	2 Car Garage	1 Car Grg;1Crpt	3,000	1 Car Garage	6,000	2 Car Garage	
Porch/Patio/Deck	PrchPto	Prch	1,000	PrchCvdDck	-500	PrchDckPto	-500
Fireplaces	0 Fplc	1 Fplc	-1,000	1 Fplc	-1,000	3 Fplcs	-2,000
Extras;Etc.	BsmtKitchen	GrgStg	2,000	BsmtKitchen		BsmtKitchen	
Landscaping	Lndscp	Lndscp		Lndscp		Lndscp	
Net Adjustment (Total)		<input checked="" type="checkbox"/> + <input type="checkbox"/> -	\$ 8,000	<input type="checkbox"/> + <input checked="" type="checkbox"/> -	\$ 5,500	<input type="checkbox"/> + <input checked="" type="checkbox"/> -	\$ 1,500
Adjusted Sale Price of Comparables		Net Adj. 4.1% Gross Adj. 10.3%	\$ 203,000	Net Adj. -2.7% Gross Adj. 11.5%	\$ 199,500	Net Adj. -0.7% Gross Adj. 6.7%	\$ 199,000

Summary of Sales Comparison Approach See Attached Addendum

COST APPROACH TO VALUE	
Site Value Comments	
ESTIMATED <input type="checkbox"/> REPRODUCTION OR <input type="checkbox"/> REPLACEMENT COST NEW	
Source of cost data	OPINION OF SITE VALUE = \$
Quality rating from cost service Effective date of cost data	Dwelling 2,455 Sq. Ft. @ \$ = \$ 0
Comments on Cost Approach (gross living area calculations, depreciation, etc.)	Bsmt: 1228 Sq.Ft. Sq. Ft. @ \$ = \$ 0
The cost approach is not applicable for older homes like the subject due to the depreciation factor.	Garage/Carport 404 Sq. Ft. @ \$ = \$ 0
	Total Estimate of Cost-New = \$ 0
	Less Physical Functional External
	Depreciation = \$ (0)
	Depreciated Cost of Improvements = \$ 0
	"As-is" Value of Site Improvements = \$
	INDICATED VALUE BY COST APPROACH = \$ 0

INCOME APPROACH TO VALUE	
Estimated Monthly Market Rent \$ 1,705.00 X Gross Rent Multiplier 116.00 = \$ 197,780	Indicated Value by Income Approach
Summary of Income Approach (including support for market rent and GRM)	
Indicated Value by: Sales Comparison Approach \$ 203,000 Cost Approach (if developed) \$ 0 Income Approach (if developed) \$ 197,780	

See Attached Addendum

This appraisal is made "as is," subject to completion per plans and specifications on the basis of a hypothetical condition that the improvements have been completed, subject to the following repairs or alterations on the basis of a hypothetical condition that the repairs or alterations have been completed subject to the following:
The value is based on the "As Is" condition of the property.

Based on the scope of work, assumptions, limiting conditions and appraiser's certification, my (our) opinion of the defined value of the real property that is the subject of this report is \$ 203,000 as of 06/09/2014, which is the effective date of this appraisal.

APPRAISAL OF



LOCATED AT:

3675 Birch Ave
Ogden, UT 84403-2121

CLIENT:

Rich Sirken
3700 Skyline Parkway Dept 2601
Ogden, UT 84408

AS OF:

June 9, 2014

BY:

Gentry Lawson

Lifferth Appraisal Company Inc.
Residential Appraisal Report

File No. 5-24-20W

PURPOSE	The purpose of this appraisal report is to provide the client with a credible opinion of the defined value of the subject property, given the intended use of the appraisal.				
	Client Name/Intended User Rich Sirken		E-mail richardsirken@weber.edu		
	Client Address 3700 Skyline Parkway Dept 2601		City Ogden	State UT	Zip 84408
	Additional Intended User(s) The intended user is the named client, but it is understood that others may read this report.				
Intended Use The intended use of this report is to establish current market value for a potential sale.					

SUBJECT	Property Address 3675 Birch Ave		City Ogden	State UT	Zip 84403-2121	
	Owner of Public Record Robert O & Miriam C Langford				County Weber	
	Legal Description See Attached Addendum					
	Assessor's Parcel # 05-024-0020		Tax Year 2013		R.E. Taxes \$ 1,702	
	Neighborhood Name Mount Ogden Addition		Map Reference County		Census Tract 2015.00	
Property Rights Appraised <input checked="" type="checkbox"/> Fee Simple <input type="checkbox"/> Leasehold <input type="checkbox"/> Other (describe)						

SALES HISTORY	My research <input type="checkbox"/> did <input type="checkbox"/> did not reveal any prior sales or transfers of the subject property for the three years prior to the effective date of this appraisal.					
	Prior Sale/Transfer: Date		Price		Source(s) Public Records; WFRMLS	
	Analysis of prior sale or transfer history of the subject property (and comparable sales, if applicable) The subject has not been sold or listed during the prior three years. Other than what is shown in the comparable sales grid, the comparables have not transferred title during the prior year.					
	Offerings, options and contracts as of the effective date of the appraisal No offerings, options or contracts are outstanding on the property of which I am aware.					

NEIGHBORHOOD	Neighborhood Characteristics		One-Unit Housing Trends			One-Unit Housing		Present Land Use %	
	Location <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural		Property Values <input type="checkbox"/> Increasing <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Declining			PRICE AGE		One-Unit 80 %	
	Built-Up <input checked="" type="checkbox"/> Over 75% <input type="checkbox"/> 25-75% <input type="checkbox"/> Under 25%		Demand/Supply <input type="checkbox"/> Shortage <input checked="" type="checkbox"/> In Balance <input type="checkbox"/> Over Supply			\$(000) (yrs)		2-4 Unit 5 %	
	Growth <input type="checkbox"/> Rapid <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Slow		Marketing Time <input checked="" type="checkbox"/> Under 3 mths <input type="checkbox"/> 3-6 mths <input type="checkbox"/> Over 6 mths			76 Low 30		Multi-Family %	
	Neighborhood Boundaries See Addendum					225 High 65		Commercial 15 %	
						200 Pred. 50		Other %	
	Neighborhood Description Homes in the neighborhood vary in age, style, construction quality, and overall appeal, but are compatible with one another. Schools, houses of worship and city parks are available nearby. Major shopping and employment opportunities are available two miles to the NW in Ogden City. There is a good road system in the area and access is convenient.								
	Market Conditions (including support for the above conclusions) The attached Market Conditions form shows the data from the competitive market and provides the support for the above conclusions.								

SITE	Dimensions Irregular - see attached plat		Area 13504 sf		Shape Irregular		View Residential	
	Specific Zoning Classification R-1-8		Zoning Description Single Family Residential, 8,000 sq ft minimum					
	Zoning Compliance <input checked="" type="checkbox"/> Legal <input type="checkbox"/> Legal Nonconforming (Grandfathered Use) <input type="checkbox"/> No Zoning <input type="checkbox"/> Illegal (describe)							
	Is the highest and best use of the subject property as improved (or as proposed per plans and specifications) the present use? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If No, describe: The current use, which is residential, is considered to be the highest and best use.							
	Utilities Public Other (describe)		Public Other (describe)		Off-site Improvements—Type		Public Private	
Electricity <input checked="" type="checkbox"/> <input type="checkbox"/>		Water <input checked="" type="checkbox"/> <input type="checkbox"/>		Street Asphalt		<input checked="" type="checkbox"/> <input type="checkbox"/>		
Gas <input checked="" type="checkbox"/> <input type="checkbox"/>		Sanitary Sewer <input checked="" type="checkbox"/> <input type="checkbox"/>		Alley None		<input checked="" type="checkbox"/> <input type="checkbox"/>		
Site Comments The site is mostly level at grade and is fully landscaped with sod, some mature trees and shrubs. The site is enclosed with some fencing and features a large detached two-car garage on the south side. The front has concrete curbing and a gutter. No adverse site conditions were noted that would negatively impact the marketability of the subject.								

IMPROVEMENTS	GENERAL DESCRIPTION		FOUNDATION		EXTERIOR DESCRIPTION materials		INTERIOR materials			
	Units <input checked="" type="checkbox"/> One <input type="checkbox"/> One w/Acc. unit <input type="checkbox"/>		<input type="checkbox"/> Concrete Slab <input type="checkbox"/> Crawl Space		Foundation Walls Concrete/Avg		Floors Cpt,Vnyl/Avg			
	# of Stories 1		<input checked="" type="checkbox"/> Full Basement <input type="checkbox"/> Partial Basement		Exterior Walls Brk,Sdng/Avg		Walls Shtcrk/Avg			
	Type <input checked="" type="checkbox"/> Det. <input type="checkbox"/> Att. <input type="checkbox"/> S-Det./End Unit		Basement Area 1368 sq. ft.		Roof Surface Asphlt/Avg		Trim/Finish Pntd/Avg			
	<input checked="" type="checkbox"/> Existing <input type="checkbox"/> Proposed <input type="checkbox"/> Under Const.		Basement Finish 95 %		Gutters & Downspouts Alum/Avg		Bath Floor CT/Avg			
	Design (Style) Rambler		<input checked="" type="checkbox"/> Outside Entry/Exit <input type="checkbox"/> Sump Pump		Window Type Thrm,Sng/Avg		Bath Wainscot Vinyl/Avg			
	Year Built 1956				Storm Sash/Insulated None/Yes/Avg		Car Storage <input type="checkbox"/> None			
	Effective Age (Yrs) 25				Screens Mesh/Avg		<input checked="" type="checkbox"/> Driveway # of Cars 2			
	Attic <input type="checkbox"/> None		Heating <input checked="" type="checkbox"/> FWA <input type="checkbox"/> HW <input type="checkbox"/> Radiant		Amenities <input type="checkbox"/> WoodStove(s) #		Driveway Surface Concrete			
	<input type="checkbox"/> Drop Stair <input type="checkbox"/> Stairs		<input type="checkbox"/> Other Fuel Gas		<input checked="" type="checkbox"/> Fireplace(s) # 1		<input checked="" type="checkbox"/> Fence ChnLnk			
	<input type="checkbox"/> Floor <input checked="" type="checkbox"/> Scuttle		Cooling <input checked="" type="checkbox"/> Central Air Conditioning		<input checked="" type="checkbox"/> Patio/Deck 1/0		<input checked="" type="checkbox"/> Porch Concrete			
	<input type="checkbox"/> Finished <input type="checkbox"/> Heated		<input type="checkbox"/> Individual <input type="checkbox"/> Other		<input type="checkbox"/> Pool None		<input type="checkbox"/> Other None			
	Appliances <input type="checkbox"/> Refrigerator <input type="checkbox"/> Range/Oven <input type="checkbox"/> Dishwasher <input type="checkbox"/> Disposal <input type="checkbox"/> Microwave <input type="checkbox"/> Washer/Dryer <input type="checkbox"/> Other (describe)									
	Finished area above grade contains:		5 Rooms		3 Bedrooms		1.0 Bath(s)		1,368 Square Feet of Gross Living Area Above Grade	
	Additional Features Unit 1 features built-in cabinets and drawers in the hallway. All other interior features in Units 1 and 2 are considered typical. A third unit is being rented out but it has no proper kitchen and is not a legal unit. The yard features an automatic sprinkler system. A basement storage area is located below the shop that is attached to the rear of the garage.									
Comments on the Improvements The improvements overall are in average condition for their age but feature some physical depreciation and deferred maintenance due to typical wear and tear. Several windows have been replaced within the previous four years. The home now features some thermopane windows along with the remaining single pane windows. According to the homeowner all mechanical systems are functioning properly and are adequate for the dwelling.										

Lifferth Appraisal Company Inc.
Residential Appraisal Report

File No. 5-24-20W

FEATURE	SUBJECT	COMPARABLE SALE NO. 1		COMPARABLE SALE NO. 2		COMPARABLE SALE NO. 3	
3675 Birch Ave Address Ogden, UT 84403		2816 Polk Ave Ogden, UT 84403		3502 S Polk Ave Ogden, UT 84403		3025 Polk Ave Ogden, UT 84403	
Proximity to Subject							
Sale Price	\$	\$ 195,000		\$ 200,500		\$ 205,000	
Sale Price/Gross Liv. Area	\$ 0.00 sq. ft.	\$ 149.20 sq. ft.		\$ 164.88 sq. ft.		\$ 136.94 sq. ft.	
Data Source(s)		WFRMLS#1175976;DOM 250		WFRMLS#1211124;DOM 7		WFRMLS#1182864;DOM 25	
Verification Source(s)		Doc#2686348 05/14/2014		Doc#2683694 04/24/2014		Doc#2658471 10/03/2013	
VALUE ADJUSTMENTS	DESCRIPTION	DESCRIPTION	+() \$ Adjustment	DESCRIPTION	+() \$ Adjustment	DESCRIPTION	+() \$ Adjustment
Sale or Financing Concessions		Conv Slr Concessions	-5,000	FHA Slr Concessions	-5,000	Conv Slr Concessions	0
Date of Sale/Time		s05/14;c04/14		s03/14;c02/14		s10/13;c09/13	
Location	Typical	Typical		Typical		Typical	
Leasehold/Fee Simple	Fee Simple	Fee Simple		Fee Simple		Fee Simple	
Site	13504 sf	12197 sf	0	10890 sf	1,000	10019 sf	1,000
View	Residential	Residential		Residential		Residential	
Design (Style)	Rambler	Rambler		Rambler		Rambler	
Quality of Construction	Brk;Sdg	Brk		Brk		Brk	
Actual Age	58	65	0	61		63	
Condition	Average-Good	Average-Good		Average-Good		Average-Good	
Above Grade	Total Bdrms Baths	Total Bdrms Baths		Total Bdrms Baths		Total Bdrms Baths	
Room Count	5 3 1.0	5 3 1.0		5 3 1.0		5 3 1.0	
Gross Living Area 30.00	1,368 sq. ft.	1,307 sq. ft.	2,000	1,216 sq. ft.	4,500	1,497 sq. ft.	-4,000
Basement & Finished Rooms Below Grade	1368sf1300sf 1rr3br2.0ba1o	1307sf1046sf 1rr1br1.0ba0o	0 6,000	1216sf1216sf 1rr2br1.0ba1o	1,500 4,000	1497sf1497sf 1rr1br2.0ba1o	-1,500 0
Functional Utility	Good	Good		Good		Good	
Heating/Cooling	GFWA/CAC	GFWA/EvpWdw	2,000	GFWA/CAC		GFWA/CAC	
Energy Efficient Items	Typical	Typical		Typical		Typical	
Garage/Carport	2 Car Garage	1 Car Grg;1Crprt	3,000	2 Car Garage		1 Car Garage	6,000
Porch/Patio/Deck	PrchPto	Prch	500	PrchDckPto	500	PrchDckPto	-500
Fireplaces	1 Fplc	1 Fplc		3 Fplcs	-2,000	1 Fplc	
Extras;Etc.	BstKit	GrgStg	2,000	BstKit		BstKit	
Landscaping	Lndscp	Lndscp		Lndscp		Lndscp	
Net Adjustment (Total)		<input checked="" type="checkbox"/> + <input type="checkbox"/> -	\$ 10,500	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	\$ 4,500	<input checked="" type="checkbox"/> + <input type="checkbox"/> -	\$ 1,000
Adjusted Sale Price of Comparables		Net Adj. 5.4% Gross Adj. 10.5%	\$ 205,500	Net Adj. 2.2% Gross Adj. 9.2%	\$ 205,000	Net Adj. 0.5% Gross Adj. 6.3%	\$ 206,000

Summary of Sales Comparison Approach See Attached Addendum

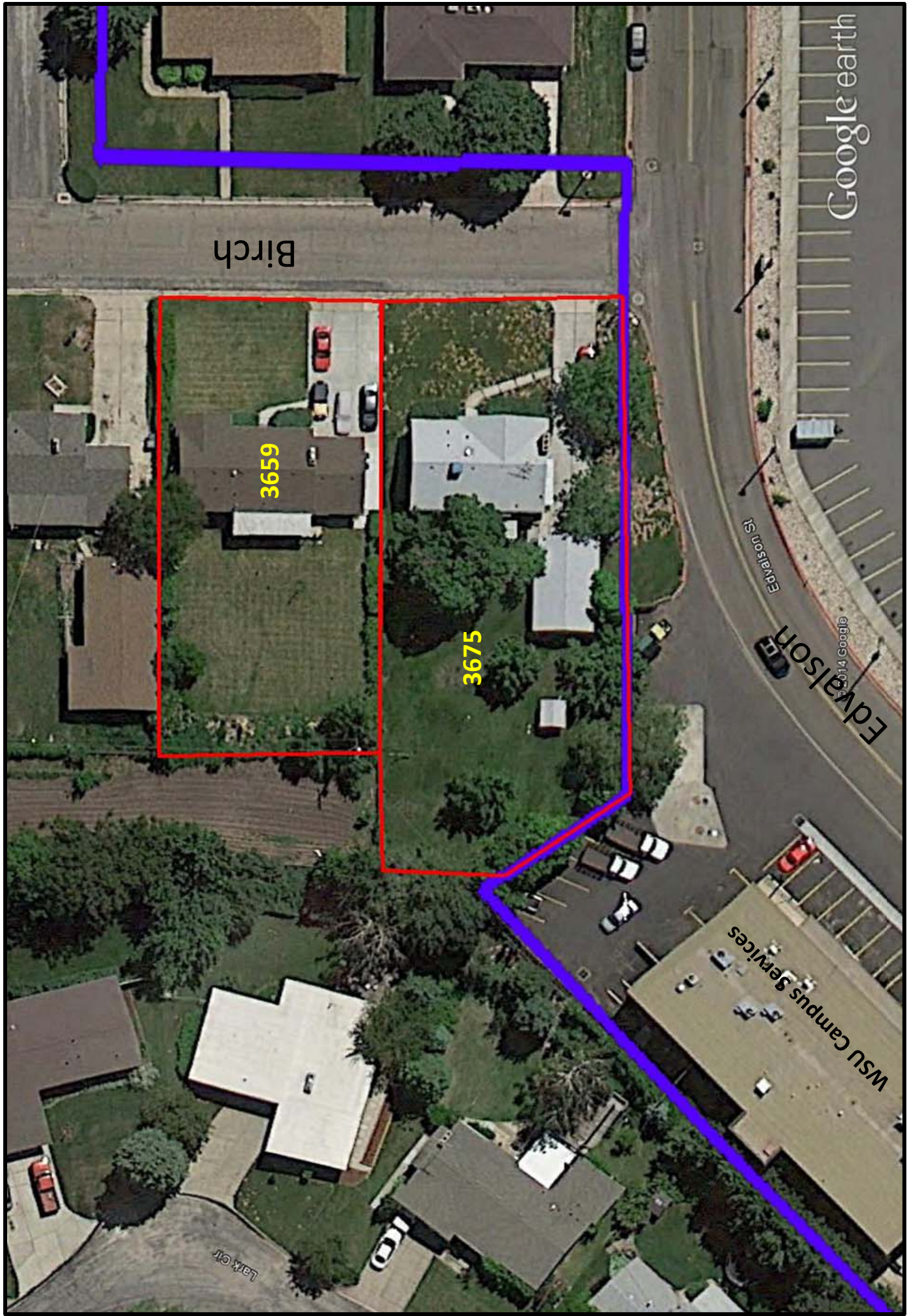
COST APPROACH TO VALUE	
Site Value Comments	
ESTIMATED <input type="checkbox"/> REPRODUCTION OR <input type="checkbox"/> REPLACEMENT COST NEW	
Source of cost data	OPINION OF SITE VALUE = \$
Quality rating from cost service Effective date of cost data	Dwelling 1,368 Sq. Ft. @ \$ = \$ 0
Comments on Cost Approach (gross living area calculations, depreciation, etc.)	Bsmt: 1368 Sq.Ft. Sq. Ft. @ \$ = \$ 0
The cost approach to value is not applicable in this instance because of the age of the improvements and the depreciation factor.	Garage/Carport 704 Sq. Ft. @ \$ = \$ 0
	Total Estimate of Cost-New = \$ 0
	Less Physical Functional External
	Depreciation = \$ (0)
	Depreciated Cost of Improvements = \$ 0
	"As-is" Value of Site Improvements = \$
	INDICATED VALUE BY COST APPROACH = \$ 0

INCOME APPROACH TO VALUE	
Estimated Monthly Market Rent \$ 1,915.00 X Gross Rent Multiplier 116.00 = \$ 222,140	Indicated Value by Income Approach
Summary of Income Approach (including support for market rent and GRM) See Attached Addendum	

Indicated Value by: Sales Comparison Approach \$206,000 Cost Approach (if developed) \$ 0 Income Approach (if developed) \$ 222,140
See Attached Addendum

This appraisal is made "as is," subject to completion per plans and specifications on the basis of a hypothetical condition that the improvements have been completed, subject to the following repairs or alterations on the basis of a hypothetical condition that the repairs or alterations have been completed subject to the following:
The value is based on the "As Is" condition of the property.

Based on the scope of work, assumptions, limiting conditions and appraiser's certification, my (our) opinion of the defined value of the real property that is the subject of this report is \$ 214,000 as of 06/09/2014, which is the effective date of this appraisal.



Birch

3659

3675

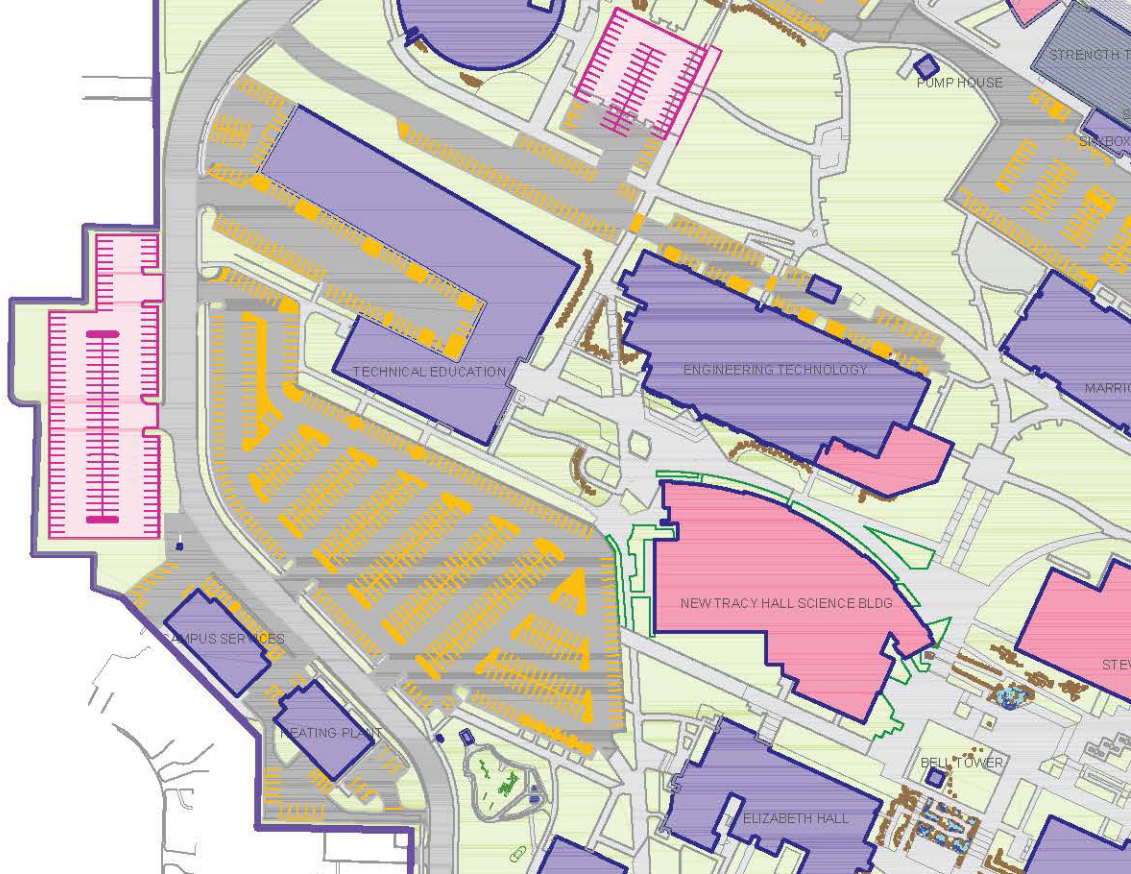
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September 17, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University - Stewart Library Infrastructure Systems Renovation

Issue

Weber State University (WSU) is requesting authorization to proceed with a project to renovate the original infrastructure systems--electrical, HVAC, and plumbing--of the Stewart Library.

Background

The ongoing functionality of the Stewart Library is at risk due to the deterioration of the building's infrastructure systems. The critical need to undertake this project and the consequences of delaying or phasing the work into the future are described in the attached letter from WSU.

The cost estimate of the infrastructure systems renovation is about \$7 million, making the total cost of the project, including about \$3 million for needed remodeling, to be about \$10 million to be funded as follows:

- \$1.5 million of WSU's FY 2015 Capital Improvement allocation
- \$1.0 million additional Capital Improvement allocation committed by DFCM
- \$1.0 million from anticipated energy savings resulting from the project
- Up to \$6.5 million of operating budget funds designated for capital outlay

WSU is seeking approval of this project now to enable them to begin the required planning and design work for construction to be done in FY 2016.

Commissioner's Recommendation

The Commissioner recommends Board authorization of this important project for submission to the State Building Board for design and construction approval.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment



August 26, 2014

Mr. Dave Buhler, Commissioner
Utah System of Higher Education
Board of Regents Building
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler,

Weber State University seeks authorization to complete a systems renovation for the Stewart Library on the Ogden Campus.

As background, the Stewart Library has been a fixture on the Ogden Campus since the mid 1960's. Built in phases, the library has a total of 159,000 square feet of academic space. The primary systems servicing the build--electrical, HVAC and plumbing--are all original and well beyond their useful lives. Consequently, the learning environment is far less than ideal in the Stewart Library. At this point, the basic functionality of the library is at risk.

For several years, WSU has sought a way to renovate the critical systems of the Stewart Library in the most economical and least disruptive way possible. Recently, the State Division of Facilities Construction and Management has committed to provide up to \$2.5 million in state Capital Improvement funding for this purpose. A portion of this funding (\$1.5 million) was allocated to WSU in May 2014. Although vital to the project, this amount of funding will not be sufficient to complete the systems renovation--likely to be near \$7 million.

The choice WSU has is to either wait for additional installments of State Capital Improvements funding and complete this renovation in phases--greatly increasing the disruption to the library--or augment the State allocation to complete the project in a single phase. WSU seeks to do the latter.

Additional energy funding (\$1 million) and University capital budget funding (between \$3.5-6.5 million) will be used to complete this project. A modest amount of remodeling is expected to be needed with this project. It is expected that design work will commence in 2015, with construction occurring in 2016.

Please place this item on the Regents September 2014 agenda.

Sincerely,

A handwritten signature in black ink, appearing to read 'Norm Tarbox', written over a horizontal line.

Dr. Norm Tarbox
Vice President for Administrative Services

September 17, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Red Butte Gardens Water Conservation Garden Project

Issue

The University of Utah has requested authorization for creation of a Water Conservation Garden at the Red Butte Gardens (RBG). The proposed project will be financed entirely with non-state funded resources, with ongoing O&M support provided by revenues generated by RBG.

Background

The proposed budget for the project is \$5.5 million of which \$250,000 will be provided by RBG and the remainder provided by donations. As is described in the attached letter requesting this authorization, the purpose of this garden is to provide an example that will encourage Utah residents to reduce their landscape water consumption. A Project Description that provides more detail about the project, including site design information, is attached. A conceptual drawing of the garden is also attached.

This project has been approved by the University's Board of Trustees. Representatives from the University will be in attendance at the Board Meeting to provide additional information as needed and to respond to questions from Board members.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize the University of Utah to proceed with this project by presenting it to the Utah State Building Board for design and construction approval.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

September 26, 2014

Mr. David Buhler
Commissioner
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

**RE: University of Utah
Red Butte Gardens – Water Conservation Garden**

Dear Commissioner Buhler,


Red Butte Gardens (RBG) is seeking approval for a three acre garden that will stand as an inspiration to water conservation. Utah is the second driest state in the nation but uses more water per capita than any other state. Two-thirds of the residential water is used outside the home and the goal of this garden is to encourage residents to reduce their landscape water consumption by 25%.

The garden space will exhibit water-wise plants in an effort to be a leader in this conservation effort. The attached project description offers further detail for this garden installation.

Save for approximately \$250,000 from RBG, the proposed total project budget of \$5.5 million is being funded entirely by donated resources. O&M for the Water Conservation Gardens will be provided by operating revenues generated by RBG.

The University of Utah and its Board of Trustees approved this project and respectfully seeks your approval of this request and the opportunity to present this project to the Finance and Facilities committee at the September 26, 2014 Board of Regents meeting.

Sincerely,



John Nixon
Chief Business Officer

Cc: Michael G. Perez, University of Utah

Attachment: Water Conservation Gardens

C: /university/regents/2014/Red Butte Water Conservation Garden.doc

University of Utah

Water Conservation Garden @ Red Butte Gardens

Project Description

The Water Conservation Garden at Red Butte Garden (RBG) is a three acre installation designed to showcase water conserving plants, both native and adaptive species, in beautiful displays that provide landscaping ideas and water-wise plant species selection to the home gardener.

Exhibiting a wide range of materials and design intended to inspire and instruct, the Garden is intended as a source of ideas for plants, landscaping methods and materials, and maintenance practices that conserve water, soil, chemicals and other resources.

As a displace garden, great attention has been given to combinations of plant species and the presentation of plants' forms, textures and colors, to create garden spaces that are both beautiful and instructive. Design detailing is also intended to demonstrate to homeowners different types of wall construction, diverse masonry styles, and a variety of paving materials and design expressions.

The intent is to proffer to the public a garden compelling in its appearance and conservation story, so that homeowners, seduced by the beauty, will learn conservation lessons, take home plant ideas and understand that conservation is fully compatible with garden and landscape beauty.

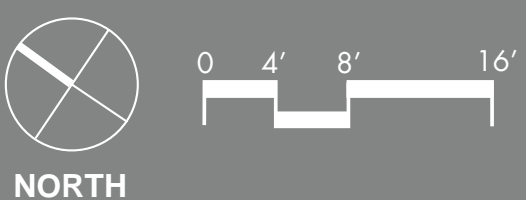
Site Design

Site design on the sloping hillside is organized by a sinuous ADA-compliant central pathway that curves up the hillside creating, within its meanders, planting beds with distinct planting themes. Interpretive signs and exhibits will elaborate to visitors the topics – adaptive beauty, desert harvest, dry shade, stable slope – that unite the plant species within each bed. A secondary system of steps and walkways interlace through beds to bring visitors into close contact with plantings.

Terraced garden rooms will present relatively flat or gently sloping areas which stage beautiful spaces celebrating the aesthetics, techniques, horticulture, and botany of water-wise gardening. Walls create the terraces and support the central pathway with design and materials which demonstrate the aesthetic and horticultural possibilities for transforming grading necessities into garden assets, supporting diverse plantings such as trained vines, espaliers, cascading plantings trained from the top of wall, and plants worked into planting pockets in the walls.

Structures in the project are anticipated to include an earth-sheltered concrete restroom facility with an artistic “stratified sedimentary” concrete wall section. Steel fabrication of arbors and a large cantilevered deck.

Stone masonry on the project will involve multiple techniques from dry laid stacked stone walls, to veneered walls of different patterns, to stacked block and boulder walls. Stone will be used extensively in paved surfaces, as accent bands in concrete paving, and sand set as cut pieces or in mosaic patterns.



Conservation Garden
Red Butte Garden

January 12th, 2012



studioOutside

3.fromme DESIGN
garden + landscape + display

September 17, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: University of Utah – Non-state Funded Ski Team Facility

Issue

The University of Utah wishes to inform the Board of its plans to construct an on-campus Ski Team Building that will provide updated space to ensure continued success for its successful alpine sports teams.

Background

The attached letter from the University provides the relevant information about the proposed facility to be located near the Utah Football Stadium. The capital costs, estimated to be \$741,782, will be financed with donated funds and the ongoing O&M support will be funded by Athletic revenue. The project was approved by the University's Board of Trustees on August 12, 2014, and since the total cost is below the \$1 million threshold established in Regents' Capital Facility policy (R710), additional approval by the Regents is not required. However, because it is a new facility that exceeds the \$500,000 statutory threshold, it will be submitted to the State Building Board for design and construction approval.

Copies of a campus map showing the building location and a rendering of its design and floor plan are attached for your information.

Commissioner's Recommendation

This is an information item only; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

September 26, 2014

Mr. David Buhler
Commissioner
Board of Regents Building,
The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

**RE: University of Utah
Ski Team Facility**

Dear Commissioner Buhler,

The University of Utah is a strong competitor in alpine sports, and to ensure its continued success, an updated facility is needed. The new facility, to be located near the Utah Softball Stadium, will be climate controlled to accommodate adequate ski waxing and general care. In addition, the facility will have new locker rooms, restrooms, and central offices, as well as provide a secure place to store skis. The new location is in proximity to Athletic Therapy Facilities, Athletic Training, and will provide easy access for loading and unloading trucks and trailers. The new facility will aid in recruitment of the best alpine athletes.

The proposed total project budget is \$741,782 and will be funded by donor funds. Operation and Maintenance (O&M) will be funded by Athletic revenues.

The University's Board of Trustees approved this project at the August 12, 2014 meeting. Because this a new occupied facility valued over \$500,000 we are required to secure Building Board approval.

The University of Utah respectfully submits this to the Board of Regents as an information item to the Finance and Facilities Committee at the September 26, 2014 Board of Regents meeting.

Thanks for your consideration and support.

Sincerely,



John Nixon
Chief Business Officer

Cc: Michael G Perez, University of Utah

Attachment: Ski Team Images
Ski Team Proposed Site Plan











September 17, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Annual Report on Foreign Gifts and/or Donations

Summary

In 2010, the Legislature enacted policy for the "Disclosure of Donations to Higher Education Institutions". The law requires the Board of Regents to annually report to the Legislature certain donations of "foreign gifts", as cited below:

53B-1-202. Disclosure of foreign gifts to higher education institutions.

(1) (a) Except as provided in Subsection (1)(c), on or before July 31 of each year, a higher education institution shall disclose to the board, by filing a disclosure report described in Subsection (2), a gift received by the higher education institution of \$50,000 or more from a foreign person, considered alone or in combination with all other gifts from the foreign person, during the period beginning July 1 and ending on June 30 immediately preceding the July 31 deadline.

(b) A higher education institution may rely on the following address of a foreign person to determine the citizenship or nationality of the foreign person if the citizenship or nationality is unknown:

- (i) for a foreign person that is an individual, the principal residence; and
- (ii) for a foreign person that is not an individual, the principal place of business.

(c) The \$50,000 amount described in Subsection (1)(a) is increased to \$250,000 if the gift, considered alone or in combination with all other gifts, described in Subsection (1)(a) is from a foreign person:

- (i) with a principal residence or principal place of business located in the United States; and
- (ii) with a permanent resident status:

- (A) under Section 245 of the Immigration and Nationality Act; and
- (B) for 10 years or more.

The required foreign donations report is included as an attachment to this memorandum. The report shows the University of Utah and Utah State University receiving a total of \$243,856 in foreign donations; no other USHE institution received a foreign donation that fit the statutory requirements.

Commissioner's Recommendation

This is an information item only; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/DAM
Attachment

Overview

In 2010, the Legislature enacted HB 114. Entitled "Disclosure of Donations to Higher Education Institutions;" the bill went into effect on May 11, 2010. The law— Utah Code 53B-1-201— requires that the Board of Regents report annually to the Legislature: any donations that are of \$50,000 or more in a given year made to USHE institutions from a foreign person or entity. The \$50,000 is increased to \$250,000 or more if the gift is from a permanent resident of the United States as defined by Section 245 of the Immigration and Nationality Act and who has been a resident for 10 years or more. This is the fifth annual report as required by law.

Summary

As per Regent's Policy R545— Disclosure of Foreign Donations— all higher education institutions have reported to the Commissioner's Office on foreign donations or gifts received. For the 2013-14 fiscal year, only the University of Utah and Utah State University have reportable donations to disclose. The table below summarizes these donation totals. Also attached is the detailed information provided by the University of Utah and Utah State University.

USHE Institution	Reportable Foreign Donations FY 2013-14
*University of Utah	\$ 63,981
*Utah State University	\$ 179,875
Weber State University	None
Southern Utah University	None
Snow College	None
Dixie State University	None
Utah Valley University	None
Salt Lake Community College	None
Total	\$ 243,856

A Gift from a Foreign Person Aggregating \$50,000 or More - OR - from a Permanent Resident of the U.S. for at Least 10 Years Aggregating \$250,000 or More.

**Details are found in the following table.*

Disclosure of Foreign Donations FY 2013-14
University of Utah and Utah State University

University of Utah

Name of the Foreign Person/Individual	Country of Citizenship or Principal Residence	The Date Received	\$ Amount of Each Gift	Aggregate \$ Amount per Foreign Person	If a Gift is Conditional - Describe Conditions/Restrictions
Gravitude AS	Norway	4/17/2014	\$ 63,981	\$ 63,981	Unrestricted Grant in Electromagnetics
	Total		\$ 63,981		

Utah State University

Name of the Foreign Person/Individual	Country of Citizenship or Principal Residence	The Date Received	\$ Amount of Each Gift	Aggregate \$ Amount per Foreign Person	If a Gift is Conditional - Describe Conditions/Restrictions
Fethi Simsek	Turkey	08/09/13	\$ 54,910	\$ 109,875	Research grant
		03/17/14	\$ 54,965		Research grant
Ardeshir Zahedi	Switzerland	12/06/13	\$ 20,000	\$ 70,000	Ardeshir Zahedi Endowment
		12/06/13	\$ 10,000		President Stan L. Albrecht Agriculture Endowment
		6/20/14	\$ 20,000		Ardeshir Zahedi Endowment
		6/20/14	\$ 20,000		President Stan L. Albrecht Agriculture Endowment
	Total		\$ 179,875		

September 17, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Fiscal Year 2016 USHE Budget Request

Background

State statute requires the State Board of Regents to “recommend a combined appropriation for the operating budgets of higher education institutions for inclusion in a state appropriations act” with the “dual objective” of considering higher education needs yet also being “consistent with the financial ability of the state” (U.C.A. 53B-7-101(1a,4i)). Statute requires “an equitable distribution of funds among the respective institutions” (U.C.A. 53B-7-101(4)(b)(ii)), and to “recommend to the Legislature ways to address funding any inequities for institutions as compared to institutions with similar missions” (U.C.A. 53B-7-101(1bi-v,2f)).

Issue

Formulation of the FY 2016 USHE operating budget request for approval by the State Board of Regents has involved substantial consultation and discussion with the Council of Presidents. The following attachments detail five main components: (1) Employee Compensation; (2) Mission Based Funding – Student Participation and Distinctive Mission; (3) Performance Funding; (4) Research Universities Graduate Program Support; and (5) Statewide Programs – Cyber Security and Regents’ Scholarships. The total USHE request is \$78,396,100 or 9.7% increase. If the Legislature funds this operating budget request it is estimated we will need a first tier tuition increase of 2.5 percent (to be set in March 2015).

Commissioner’s Recommendation

Following presentation and discussion at the Board meeting, the Commissioner recommends approval of the FY 2016 Budget Request, and any subsequent technical adjustments related to compensation as updated estimates become available.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS

**UTAH SYSTEM OF HIGHER EDUCATION
UNIFIED BUDGET REQUEST
FISCAL YEAR 2015-16
September 17, 2014**

Background

The Board of Regents and the Utah System of Higher Education (USHE) continues its support of Utah's statewide attainment goal of 66 percent of Utah adults (with a focus on ages 25-35) with a college degree or certificate by the year 2020. This goal is also a priority of Governor Gary R. Herbert and endorsed by the Utah Legislature in 2012. In January 2014, the Board of Regents adopted a seven-year budget projection to identify the resources necessary to increase capacity within USHE to accommodate the number of students required to reach the state's 2020 goal. This projection estimates that an annual operating budget increase of \$128.5 million per year in appropriations (tax funds and tuition) will be needed (approximately \$67 million in tax funds). The statutory authority for the Board of Regents in recommending a unified budget to the Governor and Legislature provides that the request shall meet a "dual objective" of being consistent with the needs of higher education institutions and within "the financial ability of the state" (U.C.A. 53B-7-101-4b).

Introduction

The focus of this budget request is to increase student access and success (the number participating, persisting, and graduating in high-quality, meaningful academic programs) by providing the necessary resources to move Utah forward toward the 66 percent goal. The Board considered and approved on July 18, 2014, a framework for the 2015-16 operating budget recommendation, including increases in employee compensation and the following elements:

- Per-student funding at each institution based on its mission to provide capacity, access and success;
- Funding of statewide strategic priorities as established by the Board in keeping with each institution's Distinctive Mission; and
- Performance funding.

FY 2015-16 USHE Request

The major components of the 2015-16 budget request are:

1. Employee Compensation
2. Mission Based Funding—comprised of Student Participation and, Distinctive Mission
3. Performance Funding
4. Research Universities Graduate Program Support

5. Specific statewide needs—including funding to enhance information technology security and expected growth in the Regents’ scholarships.

1. Compensation

Total compensation comprises base salary, medical benefits (health and dental), and salary-related benefits (unemployment, Social Security, retirement, workers compensation, disability and basic life insurance). By agreement with the Utah Legislature, 75 percent of incremental increases in salaries and salary-related benefits is funded with tax funds; the remaining 25 percent is funded through increased tuition. (Medical benefit increases are typically benchmarked to increases in the State PEHP plan.) A high priority of the Utah System of Higher Education is to have the resources to provide fair and competitive compensation for employees—faculty and staff. This is the top priority in the 2015-16 budget request.

The Board of Regents requests an increase equivalent to 3 percent of salaries to be used for performance-based salary increases totaling \$23,159,100 (75 percent of cost). The Board also requests an increase to cover an estimated 5 percent increase in health and dental insurance premiums, totaling \$5,137,000 (75 percent of cost; this estimate will be updated when information is available).

2. Mission Based Funding

2-A. Mission Based Funding – Student Participation

To build capacity and quality to meet current and future student demands including the 66-percent goal, it is proposed that Student Participation be a distinct category of Mission Based Funding. This reflects institutional mission type based on per-student cost of attendance and funding of Carnegie peer institutions (or institutional peers in the case of SUU) as compared to USHE institutional funding levels. To include all institutions a minimum floor of 1 percent of the total allocation was included.

The focus of these funds is to provide the capacity to ensure access to quality programs for a growing number of students. Specifically, institutions may use these funds for student-focused efforts as follows:

- Increased capacity and quality
 - Additional faculty and faculty support
 - Additional advising resources
 - Additional course sections (with an emphasis on reducing “bottleneck” courses)
 - Expanding program offerings in the summer and off-peak hours
 - Enrollment growth to maintain per-student funding

Based on their portion of the funding gap between peers, it is proposed funding for student support should be allocated as follows:

- University of Utah 47%
- Utah State University 10%
- Weber State University 7%
- Utah Valley University 18%
- Southern Utah University 5%
- Snow College 1%
- Dixie State University 2%
- Salt Lake Community College 10%

Each institution will submit proposals to the Board of Regents for approval in January 2015, as to how the funds will be used to increase capacity and quality as outlined above.

2-B. Mission Based Funding – Distinctive Mission

Distinctive Mission funding is used to assist institutions in initiatives that are distinct to the individual mission of each institution which also support statewide goals and objectives approved by the Board of Regents. For Distinctive Mission, each president proposes the specific uses and outcome measures for funds allocated. The use of technology to support teaching and learning as well as student services has grown exponentially during the past decade. Better and smarter uses of technology must continue to be deployed in the future. To encourage the use of the latest technology to support the missions of the institutions, it is recommended that this be a newly permitted use of Distinctive Mission funding. The allocation is based on 1/3 annualized budget related resident FTE enrollment, and 2/3 appropriated on-going tax funds. For 2015-16, institutions may target Distinctive Mission funds for initiatives in the following areas:

- Completion
- Economic Development
- Technology

Each institution shall submit for approval by the Board of Regents in January 2015 their proposal for use of Distinctive Mission funding.

The Board of Regents requests a total of \$30 million in new funding for Mission Based Funding as follows:

- **\$15 million in ongoing funding for student participation to be allocated to institutions based on the gap in funding between their current per-student funding (with a minimum allocation of one percent) and those of peer institutions focused on student support to increase capacity and quality.**
- **\$15 million in ongoing funding to be allocated to Distinctive Mission initiatives by the institutions to further statewide priorities of completion, economic development, and the use of technology.**

3. Performance Funding

It is proposed for 2015-16 that performance funding be changed from one-time to on-going funding and that the amount increase significantly (more than tripled) to \$5 million. During the 2013 legislative session, \$1 million in one-time funding was allocated for performance, to be focused on efforts to improve the rate of students successfully completing college. In the 2014 legislative session, \$1.5 million in one-time funding was allocated for performance, and metrics for measurement were similar to the first year. A working group on Performance Funding chaired by President Charles Wight, with President David Pershing and President Scott Wyatt as members are working on a recommendation to the Commissioner, Council of Presidents and the Board of Regents. These recommendations will be advanced to the Board of Regents for approval in January 2015.

The Board of Regents requests \$5 million in on-going funding for Performance Funding.

4. Research Universities Graduate Program Support

By statute, Utah has two research universities: the University of Utah, which is the flagship institution of the USHE, and Utah State University, the state's land-grant institution. By mission each has a responsibility for graduate programs including at the doctoral and professional level. These advanced levels of education and training are critical to maintain the quality of instruction at USHE institutions, build Utah's economy through advanced skills that attract higher wages, and promote innovation among Utah's workforce.

The University of Utah and Utah State University shall submit for approval by the Board of Regents in January 2015 their proposal for use of Distinctive Mission funding specific to graduate programs.

The Board of Regents requests \$10 million in ongoing funding for Research Universities Graduate Program Support.

5. Statewide Programs

5-A. Enhanced Cyber Security

Capable and well-equipped attackers probe academic and corporate computer networks to find vulnerabilities they can exploit, including identity theft, harvesting personal information, or to steal valuable research or clinical data. The Chief Information Officers (CIOs) of institutions within USHE are recommending funding to better equip our institutions to protect against attacks on institutional information technology networks.

5-B. Funding of Statewide Scholarships

The Utah Legislature has enacted the Regents' Scholarship (2008) to encourage high school students to take a rigorous course of study to better prepare for college. The application deadline for the scholarship is February 2, 2015. Funds are needed to replace one-time funding. The Legislature will be provided updated information in February of the amount of new funding necessary to fully fund the scholarship, and the amount of awards if no new funding is provided.

The Board of Regents requests a total of \$5.1 million in new ongoing funding for statewide programs as follows:

- \$2.1 million in ongoing funding to the Board of Regents to be used to improve information technology security at the eight institutions.
- \$3 million in ongoing funding to the Board of Regents to fund expected growth in the Regents' Scholarship.

Conclusion

Support for Utah's public colleges and universities are critical to Utah's success as a state. Data are clear that post-secondary educational attainment is linked to higher wages, lower levels of poverty and unemployment, and greater civic engagement and community volunteerism. This illustrates the importance of Governor Herbert's 2020 goal of 66 percent of Utah adults ages 25-35 with a college degree or certificate: in order to realize the results of this brighter future, investment must be made today.

As 82 percent of Utah high school graduates who enroll in post-secondary education choose to attend one of USHE's eight institutions, it is crucial these institutions receive strong support so they can continue effectively educating the vast majority of Utah's students. This budget request is focused on building capacity, quality and the success of Utah's students.

Operating Budget Request Summary

ESTIMATED FY 2015-16 STATE TAX FUNDS ADJUSTED BASE BUDGET \$805,738,800

USHE BUDGET PRIORITIES TOWARD THE 66% GOAL (On-Going Increase) \$78,396,100

1. Compensation (75%) ¹		\$28,296,100
A. 3% Performance Based Compensation	23,159,100	
B. 5% Health/Dental Premium Increases ²	5,137,000	
2. Mission Based Funding		\$30,000,000
A. Student Participation	15,000,000	
B. Distinctive Mission (Completion, Economic Development, Technology)	15,000,000	
3. Performance Funding	5,000,000	\$5,000,000
4. Research I Graduate Programs (UU, USU)	10,000,000	\$10,000,000
5. Statewide Programs		\$5,100,000
A. Cyber Security	2,100,000	
B. Regents' Scholarships	3,000,000	
Total USHE Budget Priorities		\$78,396,100
USHE Budget Priorities Percent Increase		9.7%

¹ State funded portion (75%) of a 1% salary and related benefits is \$7,719,700; health \$977,800; dental \$49,600; URS \$255,200.

² Early estimate of 5% used until updates available this fall.

**Mission Based Funding - Student Participation Formula
Carnegie or USHE Peers Compared to USHE Institutions
Higher Education Price Index Adjustment
State & Local Appropriations per Student FTE**

(a) USHE Institution	(b) Carnegie Classification 2010: Basic or USHE Peers	(c) Number of Carnegie or USHE Peers	(d) Carnegie or USHE State & Local \$'s per Student FTE	(e) USHE Institutions Funded \$'s per Student FTE	(f) USHE Budget Related Resident FTE	(g) Carnegie Peers and USHE Funded Gap x FTE	(h) Proportion of Total Gap	(i) Recommended Allocation	(j) Budget Request Allocation
									\$ 15,000,000
Research									
University of Utah (E&G)	U.S. only, Public 4-year and above, Research Universities (very high research activity)	68	\$ 9,417	\$ 7,508	22,708	\$ 43,348,387	47.1%	47.0%	\$ 7,050,000
Utah State University (E&G)	U.S. only, Land Grant, Public 4-year and above, Research Universities (high research activity)	16	\$ 9,212	\$ 8,977	10,840	\$ 2,543,850	2.8%	3.0%	\$ 450,000
USU - Regional & Distance Ed.	Weighted average of three regional institutions peer sets (WSU,UVU,DSU)	127	\$ 5,608	\$ 4,522	5,855	\$ 6,361,901	6.9%	7.0%	\$ 1,050,000
Regional									
Weber State University (E&G)	U.S. only, Public 4-year and above, Master's Colleges and Universities (medium programs)	57	\$ 5,606	\$ 5,054	13,043	\$ 7,198,168	7.8%	7.0%	\$ 1,050,000
Utah Valley University (E&G)	U.S. only, Public 4-year and above, Baccalaureate Colleges--Diverse Fields	49	\$ 5,678	\$ 4,730	17,944	\$ 17,008,646	18.5%	18.0%	\$ 2,700,000
Southern Utah University (E&G)	Austin Peay, Ch Newport, Columbus St, E Conn St, Georgia C, Sonoma St, S Oregon, SUNY-Geneseo, Truman St, W Carolina	10	\$ 6,257	\$ 5,349	5,238	\$ 4,755,801	5.2%	5.0%	\$ 750,000
Dixie State University (E&G)	U.S. only, Public 4-year and above, Baccalaureate/Associate's Colleges	21	\$ 5,454	\$ 5,178	5,100	\$ 1,407,119	1.5%	2.0%	\$ 300,000
Community College									
Salt Lake Community College (E&G)	U.S. only, Public 2-year, Associate's--Public Urban-serving Multicampus	118	\$ 5,312	\$ 4,738	16,254	\$ 9,321,552	10.1%	10.0%	\$ 1,500,000
Snow College (E&G)	U.S. only, Public 2-year, Associate's--Public Rural-serving Medium	277	\$ 5,220	\$ 6,354	2,858	Exceeds Peers		1.0%	\$ 150,000
Total						\$ 91,945,425	100.0%	100.0%	\$ 15,000,000

September 17, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

A. Minutes

1. Minutes of the Board Meeting July 17, 2014, Dixie State University, St. George, Utah (Attachment).
2. Minutes of the Board Meeting July 18, 2014, Southern Utah University, St. George, Utah (Attachment).
3. Minutes of the Board Meeting August 19, 2014, Conference Call, Salt Lake City, Utah (Attachment).
4. Minutes of the Board Meeting September 15, 2014, Salt Lake Community College, Salt Lake City, Utah (Attachment).

B. Grant Proposals

1. University of Utah – University of Arizona; “Ocular-Motor Deception Test”; \$1,222,321. John C. Kircher, Principal Investigator.
2. University of Utah – University of Kansas; “Allies”; \$1,038,933. John McDonnell, Principal Investigator.
3. University of Utah – Foundation of National Institute of Health; “Micro BBB”; \$1,862,500. Hanseup Kim, Principal Investigator.
4. University of Utah – NIH National Heart Lung & Blood Institute; “Upstream Priming of Platelets”; \$1,490,000. Vladimir Hlady, Principal Investigator.
5. University of Utah – Stanford University; “Magnetic Microcatheters”; \$1,386,300. Jake J. Abbott, Principal Investigator.

6. University of Utah – Northwestern University; “NW Brain Initiative”; \$1,248,752. Sandeep Negi, Principal Investigator.
7. University of Utah – National Science Foundation; “In-Situ Sensors”; \$1,028,602. Massood Tabib-Azar, Principal Investigator.
8. University of Utah – NIH National Institute of Child Health & Human Development; “C-AVP for Prenatal Testing”; \$2,688,129. Erin Witter Rothwell, Principal Investigator.
9. University of Utah – NIH National Institute of Mental Health; “Uplift Perinatal Depression”; \$1,117,500. Gwen A. Latendresse, Principal Investigator.
10. University of Utah – NIH National Heart Lung and Blood Institute; “Nucleic Acid Targeting Polymer”; \$1,862,500.
11. University of Utah – NIH National Institute on Drug Abuse; “Synthetic Cathinones”; \$1,862,500. Annetee Fleckenstein, Principal Investigator.
12. University of Utah – NIH National Institute of Neurological Disorders and Stroke; “Neural Control”; \$2,517,945. Andres Villu Maricq, Principal Investigator.
13. University of Utah – NIH National Institute of Mental Health; “Mechanisms of Suicide Risk”; \$2,384,762. Sheila Elizabeth Crowell, Principal Investigator.
14. University of Utah – DHHS Office of Minority Health; “Yep II”; \$1,290,000. Rosmary Alvarado, Principal Investigator.
15. University of Utah – NIH National Cancer Institute; “CCSG”; \$8,409,751. Mary C. Beckerle, Principal Investigator.
16. University of Utah – DHHS National Institutes of Health; “Ponatinib Therapy”; \$3,111,743. Thomas J. O’Hare, Principal Investigator.
17. University of Utah – DHHS National Institutes of Health; “R01-Cytokinesis”; \$1,862,500. Katharine S. Ullman, Principal Investigator.
18. University of Utah – DHHS National Institutes of Health; “Myc, MondoA and Txnip”; \$1,862,500. Donald E. Ayer, Principal Investigator.
19. University of Utah – DHHS National Institutes of Health; “Viral-induced Axonopathy”; \$2,803,540. Thomas E. Lane, Principal Investigator.

20. University of Utah – DHHS National Institutes of Health; “Mitochondrial Quality Control”; \$2,696,573. Jared P. Rutter.
21. University of Utah – NIH National Heart Lung and Blood Institute; “3D Cine MRI of Carotid Plaque”; \$2,681,890. Dennis L. Parker, Principal Investigator.
22. University of Utah – DHHS National Institutes of Health; “Training Grant in Genetics”; \$2,476,652. David Grunwald, Principal Investigator.
23. University of Utah – DHHS National Institutes of Health; “Hematology T32”; \$2,154,280. Gerald J. Spangrude, Principal Investigator.
24. University of Utah – NIH National Institute of General Medical Science; “Med Into Grad”; \$1,967,658. Dean Y. Li, Principal Investigator.
25. University of Utah – Patient Centered Outcomes Research Institute; “Eating, Activity and Health”; \$1,915,579. Qing Treitler Zeng, Principal Investigator.
26. University of Utah – DHHS National Institutes of Health; “PTF1 and Pancreatic Cancer”; \$1,912,250. Charles L. Murtaugh, Principal Investigator.
27. University of Utah – DHHS National Institutes of Health; “Effects of Dietary Selenium”; \$1,862,500. Michael Therron Howard, Principal Investigator.
28. University of Utah – NIH National Institute of Allergy and Infectious Disease; “Control of the Microbiota”; \$1,862,500. June Louise Round, Principal Investigator.
29. University of Utah – DHHS National Institutes of Health; “Novel Functions for SM-Class”; \$1,862,500. Demian Cazalla, Principal Investigator.
30. University of Utah – NIH National Heart Lung and Blood Institute; “R01 Stem Cell”; \$1,862,500. David A. Bull, Principal Investigator.
31. University of Utah – NIH National Institute of Diabetes Digestive and Kidney Disorders; “Intestinal LXR”; \$1,862,500. Amnon Schlegel, Principal Investigator.
32. University of Utah – DHHS National Institutes of Health; “Mechanistic Insights”; \$1,862,500. Brenda L. Bass, Principal Investigator.
33. University of Utah – DHHS National Institutes of Health; “Evolution of a Model Poxvirus”; \$1,862,500. Nels Christian Elde, Principal Investigator.

34. University of Utah – NIH National Institute of Child Health and Human Development; “Rapid Ec”; \$1,862,500. David Turok, Principal Investigator.
35. University of Utah – DHHS National Institutes of Health; “Support Cell Differentiation”; \$1,862,500. Suzanne L. Mansour, Principal Investigator.
36. University of Utah – NIH National Institute on Aging; “Artery Impairment TTAGGG”; \$1,862,500. Anthony Donato, Principal Investigator.
37. University of Utah – DHHS National Institutes of Health; “Kwan Hedgehog Signaling 2014”; \$1,862,500. Kristen M. Kwan, Principal Investigator.
38. University of Utah – NIH National Institute of Allergy and Infectious Disease; “Borrelia Burgdorferi Mitogen”; \$1,774,963. Janis J. Weis, Principal Investigator.
39. University of Utah – NIH National Institute of Allergy and Infectious Disease; “A Family of Compounds that”; \$1,750,750, Alberto Bosque Pardos, Principal Investigator.
40. University of Utah – NIH National Institute of Diabetes Digestive and Kidney Disorders; “Prorenin”; \$1,490,000. Yufeng Huang, Principal Investigator.
41. University of Utah – DHHS National Institutes of Health; “RT Genomic Data Visualization”; \$1,341,000. Gabor T. Marth, Principal Investigator.
42. University of Utah – NIH National Institute of Deafness and Other Communication Disorders; “Older Adult Hearing Loss”; \$1,208,790. Richard Klaus Gurgel, Principal Investigator.
43. University of Utah – University of Illinois at Chicago; “Metabolic Consequences Sickle”; \$1,158,165. Donald McClain, Principal Investigator.
44. University of Utah – DHHS National Institutes of Health; “K23: Help-CDM”; \$1,080,995. Nicholas E. Johnson, Principal Investigator.
45. University of Utah – MD Anderson Cancer Center; “Melanoma”; \$1,063,265. Lisa Anne Albright, Principal Investigator.
46. University of Utah – National Science Foundation; “Research Intensive Training”; \$2,999,981. Valerio Pascucci, Principal Investigator.
47. University of Utah – DHHS National Institutes of Health; “Large Volumetric Datasets”; \$1,339,035. Ross T. Whitaker, Principal Investigator.

48. University of Utah – US Agency for International Development; “GCAS-Water”; \$9,853,708. Steven John Burian, Principal Investigator.
49. University of Utah – National Science Foundation; “NRT Class”; \$2,990,362. James R. Ehleringer, Principal Investigator.
50. University of Utah - University of Texas at Houston; “Simulator for Phonosurgery”; \$1,294,760. Ingo R. Titze, PhD, Principal Investigator.
51. University of Utah – DOD Defense Advanced Research Projects Agency; “Darpa Haptix 2014”; \$16,302,653.
52. University of Utah – NIH National Institutes of Biomedical Imaging and Bioengineering; “Mirna Nanomed of Bone Neoplasm”; \$1,637,000. Jindrich Kopecek, Principal Investigator.
53. University of Utah – NIH National Institute on Drug Abuse; “Phasic Dopamine and Meth”; \$2,742,119. Kristen A. Keefe, Principal Investigator.
54. University of Utah – NIH National Cancer Institute; “Chimeric P53 for TNBC Therapy”; \$1,862,500. Carol Lim, Principal Investigator.
55. University of Utah – NIH National Institute of General Medical Science; “Signaling by Chemoreceptors”; \$3,617,081. John Stanfield Parkinson, Jr., Principal Investigator.
56. University of Utah – DHHS National Institutes of Health; “Cholinergic Synapses”; \$2,425,965. Andres Villu Maricq, Principal Investigator.
57. University of Utah – DHHS National Institutes of Health; “Cellular mRNA Labeling”; \$1,862,500. Jennifer M. Heemstra, Principal Investigator.
58. University of Utah – DHHS National Institutes of Health; “Synaptic Function”; \$1,862,500. Erik Jorgensen, Principal Investigator.
59. University of Utah – DHHS National Institutes of Health; “Protein Turnover”; \$1,862,500. Markus Babst, Principal Investigator.
60. University of Utah – DHHS National Institutes of Health; “Type III Injectisome”; \$1,862,500. Kelly T. Hughes, Principal Investigator.
61. University of Utah – DHHS National Institutes of Health; “War in the Life Course”; \$2,705,427. Kim Korinek, Principal Investigator.

62. University of Utah – NIH National Institute of General Medical Science; “Western Region Reach”; \$3,000,000. John Thomas Langell, Principal Investigator.
63. University of Utah – NIH National Cancer Institute; “Bhaskara 1,2 Grant Resub”; \$1,862,500. Srividya Bhaskara, Principal Investigator.
64. University of Utah – US Department of Education; “Changing the Odds”; \$3,942,544. Ruth V. Watkins, Principal Investigator.
65. University of Utah – US Department of Energy; “CO2 Enhanced Oil Recovery”; \$1,057,920. Milind Deo, Principal Investigator.
66. University of Utah – DHHS National Institutes of Health; “Mobile Elements”; \$3,158,971. Lynn B. Jorde, Principal Investigator.
67. University of Utah – NIH National Eye Institute; “Diabetic Retina & Comp-ANG1”; \$2,580,962. Balamurali Krishna Ambati, Principal Investigator.
68. University of Utah – NIH National Heart Lung and Blood Institute; “Nets Inhibitory Factors”; \$2,536,895. Guy A. Zimmerman, Principal Investigator.
69. University of Utah – NIH National Heart Lung & Blood Institute; “Selective Regulation by PDE3”; \$2,135,043. Matthew A. Movsesian, Principal Investigator.
70. University of Utah – DHHS National Institutes of Health; “Nerve Regeneration Resubmissio”; \$1,887,247. Christi M. Terry, Principal Investigator.
71. University of Utah – NIH National Institute of Mental Health; “Zebrafish Neural Circuits”; \$1,862,500. Richard Dorsky, Principal Investigator.
72. University of Utah – NIH National Institute of Diabetes Digestive and Kidney Disorders; “Expec Fitness and Virulence”; \$1,862,500. Matthew A. Mulvey, Principal Investigator.
73. University of Utah – NIH National Institute on Aging; “Micromas and Chronic”; \$1,862,500. Ryan M. O’Connell, Principal Investigator.
74. University of Utah – DHHS National Institutes of Health; “Control of Pyruvate Metabolism”; \$1,862,500. Jared P. Rutter, Principal Investigator.
75. University of Utah – NIH National Institute of Diabetes Digestive and Kidney Disorders; “Cellular Uptake of Iron”; \$1,862,500. Jerry Kaplan, Principal Investigator.

76. University of Utah – NIH National Eye Institute; “Reg of Eye Morphogenesis”; \$1,862,500. Sabine Fuhrmann, Principal Investigator.
77. University of Utah – DHHS National Institutes of Health; “Poor Scar Formation”; \$1,862,500. Ravi Ranjan, Principal Investigator.
78. University of Utah – NIH National Institute of Neurological Disorders and Stroke; “Iron Chelators for AD”; \$1,341,000. Gang Liu, Principal Investigator.
79. University of Utah – DHHS National Institutes of Health; “Semi-Automated Methods”; \$1,335,094. Ramkiran Gouripedi, Principal Investigator.
80. Utah State University – US Department of Education; “ARRA: New Mexico K-3 Plus Extended School Year Validation Study”; \$4,380,528. Cynthia Rowland, Principal Investigator; Mustafa Karakaplan, Margaret Lubke, Damon Cann, Co-Principal Investigators.
81. Utah State University – US Department of Health and Human Services –National Institutes of Health; “NIH Biological Engineering Hyduke”; \$1,935,358. Daniel Robert Hyduke, Principal Investigator; Nicholas Flann, Co-Principal Investigator.
82. Utah State University – US National Science Foundation; “Sustainable Electrified Transportation (SELECT) / ERC”; \$18,500,000. Regan Zane, Principal Investigator; David F. Feldon, Paul Barr, Zeljko Pantic, Co-Principal Investigators.
83. Utah State University – UT Department of Health; “Up to 3 Early Intervention”; \$1,144,080. Susan Olsen, Principal Investigator.
84. Utah State University – UT Department of Workforce Services; “Relationship Skills”; \$2,400,000. Brian Higginbotham, Principal Investigator; Kay Bradford, Linda Skogrand, Co-Principal Investigators.
85. Utah State University – US National Science Foundation; “NRT-DESE: Training data-enabled and flexible professionals for careers in climate adaptation”; \$2,990,798. Nancy Huntly, Principal Investigator; Courtney Flint, Shih-Yu Wang, Patrick Belmont, Co-Principal Investigators.
86. Utah State University – University of Nebraska; “Technical Support to Establish a Center of Advances Studies in Water at Mehran University”; \$1,260,333. Mac McKee, Principal Investigator.
87. Utah State University – US National Science Foundation; “NSF: Transformative Program in Synthetic Biomanufacturing”; \$2,999,564. Kurt Becker, Principal Investigator; Bruce Bugbee, Randolph V. Lewis, Heng Ban, Co-Principal Investigators.

88. Utah State University – UT Department of Workforce Services; “CCPDI FY 15”; \$1,659,172. Ann Austin, Principal Investigator.
89. Utah State University – UT Department of Workforce Services; “STEMlink Afterschool Grant for Utah and Salt Lake County”; \$1,068,600. Jolene Bunnell, Principal Investigator; Vernon Parent, Cassandra Spaeth, Co-Principal Investigators.
90. Utah State University – US Department of Ag-National Institute of Food & Ag (NIFA); “Grease to Green and Bonneville Flats Races for Biodiesel Education”; \$1,784,287. Foster Agblevor, Principal Investigator; Lance Seefeldt, Co-Principal Investigator.
91. Utah State University – University of California at Berkeley; “Far Ultraviolet (FUV) Imager”; \$1,948,149. Jed Hancock, Program Manager.
92. Utah State University – Misc Federal Sponsors; “Solus Prime”; \$7,892,905. Doug Jewell, Principal Investigator.
93. Utah State University – Applied Technology Associates Aerospace; “Space Technology Research and Integrated Vehicle Experiments (STRIVE) To0011”; \$1,084,486. John Santacroce, Program Manager.
94. Utah State University – Army; “Precision Lightweight Weapon and Sensor Mount Program Standard State Position and Time (SSPAT)”; \$1,432,124. Mike Wojcik, Principal Investigator.
95. Utah State University – US Department of Education; “Utah State University STARS! # Gear Up Partnership; \$16,439,198. Jim Dorward, Principal Investigator. Eric Packenham, Co-Principal Investigator.
96. Utah State University – US Department of Education; “Exploring Practice-Outcome Linkage: A Comparison of STEM Schools and their Comprehensive Counterpart; “\$1,599,647. Colby Tofel-Grehl, Principal Investigator; Beth MacDonald, David F. Feldon, Co-Principal Investigators.
97. Utah State University – UT Department of Workforce Services; “Stepfamily Education”; \$1,120,797. Brian Higginbotham, Principal Investigator.
98. Utah State University – UT Department of Workforce Services; “HERO Program –Prescription Drug Abuse”; \$1,034,256. Kenneth White, Principal Investigator.

99. Utah State University – US Department of Ed-Institute of Education Sciences; “Bullying Prevention in Positive Behavior Support”; \$3,464,810. Richard West, Principal Investigator; Scott Ross, Co-Principal Investigator.

100. Utah State University – US Department of Ed-Institute of Education Sciences; “Supporting Knowledge in Language, Literary and Informational Texts”; \$1,499,606. Sandra Gillam, Principal Investigator; Cindy Jones, Ron Gillam, Ray Reutzel, Co-Principal Investigators.

101. Utah State University – Misc Private Sources; “BRRATT”; \$1,893,300. Matt Cupal, Principal Investigator.

C. Awards

1. University of Utah – NIH National Cancer Institute; “Cancer Center Support Grant”; \$1,258,228. Mary C. Beckerle, Principal Investigator.

2. University of Utah – NIH National Cancer Institute; “SEER”; \$1,751,697. Wallace Akerley, Principal Investigator.

3. University of Utah – DOE National Nuclear Security Admin; “PSAAPII”; \$2,240,000. Philip J. Smith, Principal Investigator.

4. University of Utah – NIH National Institute of Child Health and Human Development; “Williams Syndrome”; \$1,056,212. Julie R. Korenberg, Principal Investigator.

5. University of Utah – NIH National Cancer Institute; “Enhancing End-of-Life Bereavement Outcomes among Cancer”; \$2,031,321. B. Kathleen Mooney, Principal Investigator.

6. University of Utah – Otsuka America Pharmaceutical Inc.; “Otsuka Pharm-Antipsychotic Med”; \$3,932,410. Deborah Ann Yurgelun-Todd, Principal Investigator.

7. University of Utah – UT Department of Health; “Medicaid Subaward-Children’s Healthcare Improvement Col”; \$2,155,669. Ernest Charles Norlin, Principal Investigator.

8. University of Utah – CDC National Institute of Occupational Safety and Health; “Occupational Safety and Health”; \$1,476,000.

9. University of Utah – NIH National Cancer Institute; “MIRNA and Colorectal Cancer: Associations with Tumor PHE”; \$1,371,396. Marty Slattery, Principal Investigator.

10. Utah State University – Missile Defense Agency; “Advance Data Transfer Equipment (ADTE) Follow on”; \$1,541,369. Brent Carlsen, Program Manager.

11. Utah State University – US Department of Education; “STARS! (Science, Technology, Arithmetic, Reading Students) Gear Up”; \$2,234,400. Eric Packenham, Principal Investigator.
12. Utah State University – UT Office of Education; “Utah Professional Development and Technical Assistance System”; \$11,151,178.16. John Copenhaver, Principal Investigator.
13. Utah State University – US National Science Foundation; “Collaborative Research: Progressions of Skill Development in Biology Doctorates”; \$1,151,431. David F. Feldon, Principal Investigator.
14. Utah State University – UT Department of Workforce Services; “Relationship Skills”; \$2,400,000. Brian Higginbotham, Principal Investigator; Kay Bradford, Linda Skogrand, Co-Principal Investigators.
15. Utah State University – Misc Federal Sponsors; “Solus Prime”; \$2,866,285. Matt Cupal, Program Manager.
16. Utah State University – Missile Defense Agency; “Air Force Research Laboratory Space Vehicles Directorate Support”; \$1,000,000. John Santacroce, Program Manager.

D. Academic Items Received and Approved

1. New Programs

- a. The University of Utah – Combined Bachelor of Science and Master of Science in Chemistry
- b. The University of Utah – Graduate Certificate in Sustainability
- c. The University of Utah – Honors Integrated Minor in Ecology and Legacy
- d. Utah State University – Concentration in Film Production within BFA in Theatre: Design and Technology Emphasis
- e. Utah State University – Minor in Landscape Architecture

2. New Administrative Unit

- a. The University of Utah – Department of Entrepreneurship and Strategic Management
- b. The University of Utah – Policy Institute (*Provisional Approval*)

3. Program Transfer

The University of Utah – Emphasis in Psychiatric Mental Health Nurse Practitioner transfer from Masters of Science degree to the Doctor of Nursing Practice degree

4. Three-Year Review

- a. The University of Utah – Bachelor of Science in Applied Mathematics
- b. The University of Utah – Multi-Disciplinary Design Minor
- c. The University of Utah – PhD in Pharmacotherapy Outcomes Research & Health Policy

- d. Dixie State University – Bachelor of Science in Music Education
 - e. Dixie State University – Physical Therapist Assistant
 - f. Dixie State University – Theatre Program
 - i. Bachelor of Art/Bachelor of Science in Theatre
 - ii. Bachelor of Art/Bachelor of Science in Theatre Education
5. Seven-Year Review
- a. The University of Utah – Department of City and Metropolitan Planning
 - b. The University of Utah – Department of Health Promotion and Education
 - c. The University of Utah – Department of Neurobiology and Anatomy
 - d. The University of Utah – Department of Parks, Recreation, and Tourism
 - e. The University of Utah – Nursing PhD and Gerontology Master of Science
6. Name Change
- a. Utah State University – Entrepreneurship Specialization in MBA to Strategic Business Development and Venturing in MBA
 - b. Utah State University – Human Resource Management Specialization in MBA to Business Analytics Specialization in MBA
 - c. Utah State University – Personal Financial Planning Specialization in MBA to Finance Specialization in MBA
 - d. Southern Utah University – Bachelor of Science in Physical Education with an Emphasis in Teaching/Coaching to Bachelor of Science in Physical Education in Teaching/Coaching
 - e. Salt Lake Community College – Associate of Applied Science in Geomatics to Associate of Applied Science in Surveying & Geomatics
7. Discontinuance
The University of Utah – Clinical Nurse Leader Emphasis in the Master of Science Nursing Degree Program
- E. Executive Committee Items Received and Approved
Southern Utah University – Approval of Aviation Program Lease Agreements (Attachment)

David L. Buhler
Commissioner of Higher Education

DLB/KLS
Attachments

STATE BOARD OF REGENTS MEETING
DIXIE STATE UNIVERSITY, ST. GEORGE, UTAH
KENNETH N. GARDNER STUDENT CENTER / JEFFREY R. HOLLAND CENTENNIAL COMMONS
JULY 17, 2014

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DRAFT

STATE BOARD OF REGENTS MEETING
DIXIE STATE UNIVERSITY, ST. GEORGE, UTAH
KENNETH N. GARDNER STUDENT CENTER / JEFFREY R. HOLLAND CENTENNIAL COMMONS
JULY 17, 2014

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
France A. Davis, Vice Chair
Jessellie B. Anderson
Nina R. Barnes
Bonnie Jean Beesley
Keith M. Buswell
Leslie Brooks Castle
Wilford W. Clyde
Brady L. Harris
Marlin K. Jensen
Robert S. Marquardt
Jed H. Pitcher
Robert W. Prince
Mark R. Stoddard
Teresa L. Theurer
Joyce P. Valdez
John H. Zenger

Regents Absent

James T. Evans
Harris H. Simmons

Office of the Commissioner

David L. Buhler, Commissioner

Chair Campbell called the Board of Regents Committee of the Whole to order at **7:00 a.m.**

Oath of Office

Brady L. Harris

Having been appointed by the governor as the student member of the Board of Regents, Brady L. Harris took the oath of office.

It was moved by Regent Stoddard and seconded by Regent Theurer to move into executive session for the purpose of discussing the character, professional competence, or physical or mental health of individuals, pending or reasonable imminent litigation, and the possible sale of real property. The motion carried. The Regents met in executive session from 7:05 a.m. to 2:45 p.m.

Chair Campbell called the Board of Regents Committee of the Whole to order again at **3:30 p.m.**

Acknowledgements

Chair Campbell acknowledged President Stephen Nadauld and thanked him for his many years of leadership at Dixie State University. He also recognized the Dixie State University Presidential Search Committee and thanked them and others from the Commissioner's Office and Dixie State University who assisted with the significant undertaking of searching for a president.

Regent Clyde, chair of the Dixie State University Presidential Committee, President Nadauld, and Steve Caplin, Chair of the Dixie State University Board of Trustees also made comments.

Dixie State University Presidential Appointment

Regent Clyde, Chair of the Search Committee, moved to appoint Richard "Biff" Williams as the next president of Dixie State University. It was seconded by Regent Prince. The motion carried unanimously.

President and Mrs. Williams were introduced to the audience. Chair Campbell and Commissioner Buhler each congratulated and welcomed them. President and Mrs. Nadauld presented the Williams with a Dixie welcome basket. President and Mrs. Williams each expressed the honor they felt in being selected to be a part of the Dixie State University community.

The Committee of the Whole adjourned at **3:49 p.m.** and was followed by a reception.

Kirsten Schroeder, Executive Secretary

Date Approved:

STATE BOARD OF REGENTS MEETING
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
R. HAZE HUNTER CONFERENCE CENTER
FRIDAY, JULY 18, 2014

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DRAFT

STATE BOARD OF REGENTS MEETING
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
R. HAZE HUNTER CONFERENCE CENTER
FRIDAY, JULY 18, 2014

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
France A. Davis, Vice Chair
Jessellie B. Anderson
Nina R. Barnes
Bonnie Jean Beesley
Keith M. Buswell
Leslie Brooks Castle
Wilford W. Clyde
Brady L. Harris
Marlin K. Jensen
Robert S. Marquardt
Jed H. Pitcher
Robert W. Prince
Mark R. Stoddard
Teresa L. Theurer
Joyce P. Valdez
John H. Zenger

Regents Absent

James T. Evans
Harris H. Simmons

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education
Elizabeth Hitch, Associate Commissioner for Academic and Student Affairs
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities
David A. Feitz, Associate Commissioner and Executive Director, UHEAA

Institutional Presidents

David W. Pershing, University of Utah
Stan L. Albrecht, Utah State University
Charles A. Wight, Weber State University
Scott L. Wyatt, Southern Utah University
Gary L. Carlston, Snow College
Stephen D. Nadauld, Dixie State University
Jeffery Olson, Senior Vice President for Academic Affairs, Utah Valley University
Tim Sheehan, Vice President of Government and Community Relations, Salt Lake Community College

Other Commissioner's Office and institutional personnel were also present. The signed role is on file in the Commissioner's Office.

The Board of Regents began the day at 7:30 a.m. with a breakfast meeting; they were joined by the Southern Utah University Board of Trustees. Following breakfast, the Board of Regents met with the Institution Presidents at 9:00 a.m., for one hour, discussing possible issues the Utah System of Higher Education and the Board of Regents could focus on in the coming year. The Regents then met in committees until 11:30 a.m.

The Committee of the Whole was called to order at 11:35 a.m.

Chair Campbell welcomed new student regent Brady Harris and reported he was sworn into office the day previously at Dixie State University. Chair Campbell excused Regents Simmons and Evans.

State of the University

President Wyatt gave a presentation on the state of Southern Utah University focusing on many of the university's successful student programs, such as Campus Connections, New Student Orientation, Thunder Academy and the Passport Program.

The Committee of the Whole broke for lunch at 12:00 p.m. and was called back to order by Chair Campbell at 12:55 p.m.

General Consent Calendar (TAB R)

On a motion by Regent Barnes, and seconded by Regent Zenger, the following items were approved on the Regents' General Consent Calendar:

- A. Minutes – Minutes of the Board meeting May 16, 2014, Weber State University, Ogden, Utah.
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved
- E. Executive Committee Item Approved

Reports of Board Committees

Academic and Student Affairs Committee

USHE Completion Grants (TAB A)

Regent Prince briefly reported on this information item. No action was taken.

State Systems Transformation Co-creation Participation (TAB B)

Regent Prince briefly reported on this information item. No action was taken.

Utah Data Alliance (UDA) – Update Report (TAB C)

Regent Prince briefly reported on this information item. No action was taken.

Finance/Facilities Committee

Southern Utah University – Campus Master Plan Approval (TAB D)

Regent Marquardt reported on three changes to the updated SUU Campus Master Plan. **It was moved by Regent Marquardt and seconded by Regent Clyde to approve the updated plan. The motion carried.**

Southern Utah University – Ratification of Property Gifts for the Beverly Taylor Sorenson Center for the Arts (TAB E)

Regent Marquardt reported on two property parcels given to SUU, as gifts, to be used for the new Beverly Taylor Sorenson Center for the Arts facility. **It was moved by Regent Marquardt and seconded by Regent Barnes to ratify SUU's acceptance of the gifts. The motion carried.**

Adoption of Policy R611, Veterans Tuition Gap Program (TAB F)

Regent Marquardt reported on the new policy addressing the passage of SB 16, Veterans Tuition Gap Coverage, that passed in the 2014 Utah Legislative Session. **It was moved by Regent Marquardt and seconded by Regent Davis to approve the new policy, R611, Veterans Tuition Gap Program. The motion carried.**

Regent Marquardt reported the following three items have to do with leases; therefore he rolled them into one motion.

Utah State University – Brigham City Regional Campus Ground Lease for the New Academic Building (TAB G)

Regent Marquardt reported the type of bond Brigham City has determined as most advantageous is one where the city is required to retain an ownership interest; thus their request to enter into a ground lease with Brigham City to facilitate the city's issuance of bonds to finance its commitment of \$7.5 million for construction of Utah State University's Academic Building project.

Utah State University – Innovation Campus (Research Park) Lease-purchase Agreement (TAB H)

Regent Marquardt reported on Utah State University's request to enter into a lease-purchase for a facility on its Innovation Campus. This facility is a specialized high-bay building and vehicle test track.

Weber State University – Approval of Station Park Property Lease in Farmington, Utah (TAB I)

Regent Marquardt reported on WSU's request to lease property in Farmington, Utah to establish a Professional Education Center for expansion of its Continuing Education programs.

It was moved by Regent Marquardt and seconded by Regent Pitcher to approve the following items as outlined in their tab materials: Tab G, Tab H and Tab I. The motion carried.

Regent Marquardt reported on the following four items, all dealing with University of Utah, were to be rolled into one motion.

University of Utah – Property Purchase (TAB J)

Regent Marquardt reported on University of Utah's request to purchase property for relocation of University departments during the demolition and replacement of the School of Medicine Building.

University of Utah – Energy Efficiency Project Approval (TAB K)

Regent Marquardt reported on the University of Utah's request for approval of an energy efficiency project for three energy intensive major research buildings.

University of Utah – Approval to Remodel the Biomedical Polymers Research Building Remodel (TAB L)

Regent Marquardt reported on the University of Utah's request to remodel the Biomedical Polymers Research Building with non-state funds.

University of Utah – Farmington Ambulatory Care Center Project Approval (TAB M)

Regent Marquardt reported on the University of Utah's request for design and building approval for an Ambulatory Care Center Facility in Farmington, the purchase of which was approved by the Regents in November 2012.

It was moved by Regent Marquardt and seconded by Regent Harris to approve the following items as outlined in their tab materials: Tab J, Tab K, Tab L and Tab M. The motion carried.

Regent Marquardt reported on the following two items, both pertaining to SLCC, and made one motion to approve both.

Salt Lake Community College – Westpointe Center Property Acquisition (TAB N)

Regent Marquardt reported SLCC requests authorization to proceed with the purchase of property that has been identified as the future site for the Career and Technical Education (CTE) and Learning Resource Building.

Salt Lake Community College – West Valley City Property Lease (TAB O)

Regent Marquardt reported SLCC requests authorization to lease space in West Valley City for the establishment of a Community Learning Center.

It was moved by Regent Marquardt and seconded by Regent Barnes to approve SLCC's requests as outlined in Tab N and Tab O. The motion carried.

USHE Budget Framework for FY 16 (TAB P)

Regent Marquardt reported the budget framework is identical to the one the board approved in May 2014 with the exception of slight modifications. The framework is intended to guide the formulation of the Commissioner's recommendation for the FY 16 budget request, to be approved at the September 2014 meeting. **It was moved by Regent Marquardt and seconded by Regent Clyde to approve the updated Draft Budget Framework. The motion carried.**

University of Utah – Series 2014A General Revenue and Refunding Bonds Sale (TAB Q)

Regent Marquardt briefly reported on this information item. No action was taken.

2014-15 Mission Based Funding – Distinctive Mission (TAB S)

Commissioner Buhler reported each institution submitted a revised detailed initiative description to align with the update of the actual legislative appropriation of \$7 million. **It was moved by Regent Theurer and**

seconded by Regent Davis to approve the Distinctive Mission Initiatives and allocations as outlined in Tab S. The motion carried.

2014-15 Mission Based Funding – Acute Equity (TAB T)

Commissioner Buhler reported on the updated Mission-Based Funding [Acute Equity] budget initiatives and allocations from \$69.7 million request to \$50 million allocation. **It was moved by Regent Davis and seconded by Regent Stoddard to approve the Acute Equity initiatives and allocations. The motion carried.**

2013-14 USHE Performance Funding Allocations (TAB U)

Commissioner Buhler reported the first page of the attachment shows what the Regents approved last year and the following pages show each institution's goals and where they are now. **It was moved by Regent Theurer and seconded by Regent Barnes to approve the institutional allocations. The motion carried.**

2014-15 USHE Performance Funding Measures (TAB V)

Commissioner Buhler reported on the proposed performance funding measures for the coming year (2014-15). **It was moved by Regent Davis and seconded by Regent Theurer to approve each institution's core performance measures, specific measurements, metrics, current data, allocations, and one-year goal for fiscal year 2015 as outlined in Tab V. The motion carried.**

Completion Initiatives and Goals for 2015 (TAB W)

Commissioner Buhler reported to the board on the priority of improving college completion. Presidents Pershing, Wight and Nadauld reported on what their institutions are doing to help improve college completion. **It was moved by Regent Valdez and seconded by Regent Beesley to commend the presidents and institutions of the Utah System of Higher Education for their first year progress in implementing completion strategies as outlined by resolution in July 2013, and to further direct the institutions to develop goals for 2015, by January 1, 2015, as described in the attachment to Tab W. The motion carried.**

Resolution of Appreciation

Stephen D. Nadauld

Regent Prince spoke in support of a resolution of appreciation for Dixie State University President, Stephen D. Nadauld, and his many years of service to the Utah System of Higher Education as president of two institutions. **It was moved by Regent Prince and seconded by Regent Clyde to adopt the resolution of appreciation for President Nadauld. The motion carried.**

USHE – Institutional State-funded Capital Development Projects for 2015-16 (TAB X)

Associate Commissioner Gregory Stauffer gave the board an introductory presentation regarding the Regents' process for prioritizing capital development projects. He also noted that there had been additional changes on the institution's projects in the last few days that are not part of the original attachment to Tab X.

Regent Marquardt, Chair of the Capital Facilities Committee, reported to the board the committee's discussion around possibly putting together a ranked package for the Building Board surrounding a theme, such as STEM (Science, Technology, Engineering, and Mathematics) buildings, and to build a coalition

with political support and other organizational allies to obtain funding from the legislature for several STEM buildings. This would not benefit all campuses this year, however if the package was funded, it would clear the deck for other buildings in future years. He finished with adding all of the proposed projects deserve funding, and the committee discussed the most advantageous ways to compete for funding.

The Regents heard presentations on the following proposed state-funded projects:

- Utah State University – Biological Sciences Building Clinical Services Building (President Albrecht)

[The Board of Regents took a break from **2:20 p.m. and resumed at 2:35 p.m.**]

- University of Utah – Crocker Science Center (George Thomas Building Renovation, Addition, and Seismic Upgrade) (President Pershing and Henry White, Dean of Science)
- Weber State University – Social Sciences Building Renovation (President Wight)
- Southern Utah University – New Business Building (President Wyatt)
- Snow College – New Science Building (Interim President Carlston)
- Dixie State College – Physical Education/Student Wellness Center (President Nadauld and Greg Layton, Student Body President)
- Utah Valley University – Performing Arts Building I (Val Peterson, Vice President Finance and Administration)
- Salt Lake Community College – Westpointe Center Campus -Career and Technical Education (CTE) Classroom and Learning Resource Building (Tim Sheehan, Vice President Government and Community Relations)

No action was taken on this item at this time. The board will reconvene in August to approve the prioritization of the projects.

The Committee of the Whole adjourned at 3:59 p.m. The Board did not meet in Executive Session.

Kirsten Schroeder, Executive Secretary

Date Approved:

STATE BOARD OF REGENTS MEETING
CONFERENCE CALL
TUESDAY, AUGUST 19, 2014

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DRAFT

STATE BOARD OF REGENTS MEETING
CONFERENCE CALL
TUESDAY, AUGUST 19, 2014

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
France A. Davis, Vice Chair
Jessellie B. Anderson
Nina R. Barnes
Bonnie Jean Beesley
Brady L. Harris
Marlin K. Jensen
Robert S. Marquardt
Jed H. Pitcher
Robert W. Prince
Harris H. Simmons
Mark R. Stoddard
Teresa L. Theurer
Joyce P. Valdez

Regents Absent

Keith M. Buswell
Leslie Brooks Castle
Wilford W. Clyde
James T. Evans
John H. Zenger

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities
Ralph Hardy, Assistant Commissioner for Facilities Planning
Spencer Jenkins, Assistant Commissioner for Public Affairs
Melanie Heath, Director of Communications

Institutional Representatives

David T. Cowley, Vice President for Business and Finance, Utah State University
Charles A. Wight, President, Weber State University
Norman C. Tarbox, Vice President of Administrative Services, Weber State University
Scott L. Wyatt, President, Southern Utah University
Gary L. Carlston, Interim President, Snow College
Richard "Biff" Williams, President, Dixie State University
Val L. Peterson, Vice President of Finance and Administration, Utah Valley University

Others

Kevin Opsahl, Herald Journal

The Committee of the Whole was called to order at **4:00 p.m.**, roll was called and a quorum established.

Capital Development Project Prioritization and Approval (TAB A)

Regent Marquardt, Chair of the Capital Facilities Committee, thanked the committee and Commissioner's staff for their work on this. He briefly explained the process and summary of the scoring points of the capital development priorities. He reported that this year the ranking order reflects recent conversations around STEM building priorities and constructing a legislative funding package around STEM. There was additional conversation around confirming the fairness of the process and the next steps in the legislative procedure. **It was moved by Regent Marquardt and seconded by Regent Pitcher to approve of the following rank order of Capital Development Priorities as outlined in the updated handout, "Summary of Scoring Points for 2015-16":**

1. **University of Utah – Crocker Science Center (George Thomas Building Renovation, Addition and Seismic Upgrade)**
2. **Snow College – New Science Building**
3. **Salt Lake Community College – Career & Technical Education (CTE) Classroom and Learning Resource Building-Westpointe Center**
4. **Utah State University – Biological Sciences Building**
5. **Weber State University – Social Science Building Renovation**
6. **Dixie State University – Physical Education/Student Wellness Center**
7. **Utah Valley University – Performing Arts Building 1**
8. **Utah State University – Clinical Services Building**
9. **Southern Utah University – New Business Building**

The motion carried unanimously.

The Committee of the Whole adjourned at 4:21 p.m.

Kirsten Schroeder, Executive Secretary

Date Approved:

STATE BOARD OF REGENTS MEETING
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH
TAYLORSVILLE REDWOOD CAMPUS
ACADEMIC AND ADMINISTRATION BUILDING (AAB) & STUDENT CENTER (STC)
SEPTEMBER 11, 2014

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DRAFT

STATE BOARD OF REGENTS MEETING
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH
TAYLORSVILLE REDWOOD CAMPUS
ACADEMIC AND ADMINISTRATION BUILDING (AAB) & STUDENT CENTER (STC)
SEPTEMBER 11, 2014

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
France A. Davis, Vice Chair
Jesselie B. Anderson
Nina R. Barnes
Bonnie Jean Beesley
Keith M. Buswell
Wilford W. Clyde
Brady L. Harris
Marlin K. Jensen
Robert S. Marquardt
Jed H. Pitcher
Robert W. Prince (not present at the 2:30 p.m. Committee of the Whole)
Harris H. Simmons
Mark R. Stoddard
Teresa L. Theurer
Joyce P. Valdez

Regents Absent

Leslie Brooks Castle
James T. Evans
John H. Zenger

Office of the Commissioner

David L. Buhler, Commissioner

SLCC Board of Trustees

Gail Miller, Chair
Stanley Parrish, Vice Chair

Chair Campbell called the Board of Regents Committee of the Whole to order at **7:31 a.m.**

It was moved by Regent Stoddard and seconded by Regent Barnes to move into executive session for the purpose of discussing the character, professional competence, or physical or mental health of individuals, pending or reasonable imminent litigation, and the possible sale of real property. The motion carried. The Regents met in executive session from 7:36 a.m. to 2:12 p.m.

Chair Campbell called the Board of Regents Committee of the Whole to order again at **2:42 p.m.**

Acknowledgements

Chair Campbell acknowledged the Salt Lake Community College Presidential Search Committee and thanked them and others from the Commissioner's Office and Salt Lake Community College who assisted with the significant undertaking of searching for a president.

Vice Chair Davis, Chair of the Salt Lake Community College Presidential Committee, and Gail Miller, Chair of the Salt Lake Community College Board of Trustees also made comments.

Salt Lake Community College Presidential Appointment

Vice Chair Davis (Chair of the SLCC Search Committee) moved to appoint Deneece Huftalin as the next president of Salt Lake Community College. It was seconded by Regent Anderson. The motion carried unanimously.

President Deneece and Mr. Tim Huftalin were introduced to the audience. Chair Campbell and Commissioner Buhler each congratulated and welcomed them. Trustee Chair Miller presented the Huftalins with a SLCC welcome basket. President Huftalin thanked the Board of Regents, SLCC Board of Trustees and all who participated in the important process of searching for a president. She noted this was a "wow" moment for her and she would serve as president with great honor, dignity and in a way that makes the SLCC community proud.

Commissioner Buhler congratulated and welcomed President Huftalin as the newest president of Salt Lake Community College on behalf of the other presidents in the Utah System of Higher Education.

The Committee of the Whole adjourned at **2:55 p.m.** and was followed by a reception.

Kirsten Schroeder, Executive Secretary

Date Approved:

Southern Utah University – Approval of Aviation Program Lease Agreements

The Executive Committee of the Board met on July 31, 2014 and formally approved Southern Utah University's request to enter into a one-year Lease and a Safety and Related Services Agreement with Upper Limit Aviation (ULA) to enable SUU to continue their approved Aerospace/Aviation Technology-Professional Pilot Program in compliance with Veterans Administration rules pertaining to financial assistance for veterans in the program.

September 17, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE - Institutional Non-state Funded Projects and Land Bank Requests for 2015-16

Background

In addition to the state-funded projects reviewed and recommended by the Regents for funding each year, the Regents also consider capital development needs in two other categories:

- Projects to be built entirely with non-state appropriated funds - These are proposed projects to be built using a variety of non-state appropriated funds, including private donations, revenue bonds, federal funds, et al that require Regents' and Legislative approval in order to be built. Those projects to be financed with revenue bonds also require Regents' authorization to seek approval from the Legislature to *issue the bonds*. Finally, authorization to seek state-appropriated *O&M support* for non-state funded projects must also be approved by the Regents.
- Land bank purchases - Requests for funding in this category, if authorized by the Regents, are submitted to the Legislature for funding consideration.

Non-state Funded Projects - The following non-state funded projects have been submitted for consideration by the Regents for approval in the 2015 legislative session and are summarized in the attachments. The projects that also need legislative authorization for bonding and/or future state-appropriated O&M support are also identified.

- **University of Utah**
 - William C. Browning Building Addition O&M
 - Orson Spencer Hall Replacement Bonding O&M
 - UU Health Care Rehabilitation Institute Bonding
- **Utah State University**
 - Center for Energy & Manufacturing Excellence – Price Campus O&M
 - Fine Arts Complex Addition/Renovation O&M
 - Romney Stadium West-side Renovation Bonding
 - Valley View Residence Hall Replacement Bonding
- **Dixie State University**
 - On-campus Student Housing Replacement Bonding

- **Salt Lake Community College**
 - Health & Wellness Center – South City Campus
 - Student Center – Jordan Campus
- Bonding

Land Bank Requests - Funding has been requested for the following land bank purchases:

- **Dixie State University**
 - University Plaza Purchase

Commissioner's Recommendation

It is the Commissioner's recommendation that the Regents review these projects and land bank requests carefully and recommend for legislative action those deemed to be appropriate.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

UNIVERSITY OF UTAH – WILLIAM C. BROWNING BUILDING ADDITION

Total Cost Estimate	Gross Sq Feet	State Funded O&M	Source of Funding
\$8.2 M	24,000	\$199,700	Donated Funds

This proposed addition to the Browning Building will provide space for the College of Mines & Earth Sciences' increasing enrollment, expanded research, and the new Center for Mining Safety and Health Excellence. The new space will consolidate programs currently housed on off-campus leased space and several on-campus buildings. The four story addition will house the following programs:

- Metallurgical Engineering Department – The addition will create a dedicated, shared Metallurgical Characterization and Instrumentation facility for teaching and research. At present, their resources and facilities are scattered throughout campus and in off-campus rental space. It is expected that research funding will increase from \$6 million to \$10 million in the next few years with significant increases in graduate students and researchers.
- The Center for Mining Safety and Health Excellence – This Center was created to help those who depend on the mining industry and will utilize the University's abilities to innovate, collaborate and help solve real world, challenging problems that have a profound effect on people working in the mining industry, their communities, and economies that rely on mining. While the Center's primary focus will be on Utah, where the mining industry has played an important historical role in the state's development, and continues to play a key role in the state's economy - accounting for over 60% of exports from the state last year - its scope also includes the global mining community.
- Geology & Geophysics - This is the fastest growing department in the college and is currently in need of additional large-classroom space and faculty offices. The additional space will promote the college's competencies in geological engineering, geology, geophysics, and seismology.

The capital funding will be provided by \$8.2 million of donated funds, \$3.8 million of which has been committed to date. \$199,700 of ongoing state-funded O&M support is requested for this addition to a core academic facility for which state-funded O&M is currently provided.

UNIVERSITY OF UTAH – ORSON SPENCER HALL (OSH) REDEVELOPMENT:

Total Cost Estimate	Gross Sq Feet	State Funded O&M	Source of Funding
\$60.0 M	195,338	\$1,049,456	Donor & Institutional Funds with Bonding Authorization Requested

The current Orson Spencer Hall has surpassed its useable life span, and is beset with both physical and functional obsolescence. A myriad of issues including seismic instability, building systems failures, and ineffectual teaching spaces make its continued use inefficient and unpleasant. The building houses a large

portion of the programming for the College of Social and Behavioral Science, the largest college at the University, programs associated with Humanities, and most of the general purpose classrooms on Campus. The spaces occupied are too small or disparate to foster the departments' educational missions and programs and suppress growth and interdisciplinary work.

After much study it has been determined that the best and most cost effective approach is to demolish the existing 107,618 square foot facility and replace it with, potentially, a three pavilion, 195,338 square foot building. The largest pavilion will sit on the current site with two smaller structures flanking the fountain on the Marriott Library Plaza, thus helping to reenergize a central core of campus.

Changing teaching methodologies require more student-centric spaces allowing for greater technology flexibility and group work. The new facility will provide approximately 25 general purpose classrooms with a 23 net square feet per seat size allowing for more interactive learning and teaching experiences.

The new facility will allow for departments such as Geography, which requires leased space in Research Park to accommodate its research, to be re-united and the English as a Second Language (ESL) program to have much needed space to accommodate the dramatic growth the program continues to experience. The Hinckley Institute will have an increased presence and will be more integrated with the other programs in the College of Social and Behavioral Sciences including Political Science, Economics, Environmental & Sustainability Studies, and the MPP & MPA programs.

The Gender and Ethnic Studies programs will also be given a permanent home in the new facility, ending temporary occupancy in various buildings across campus. These two programs continue to grow and need space that facilitates teaching and student outreach.

The capital project will be constructed with funds from revenue bonding, donated funds and institutional funds. State-appropriated O&M support is provided for the existing building and this redevelopment will require an additional appropriation of \$1,049,500, primarily because of the expanded space.

UNIVERSITY OF UTAH – HEALTH CARE, REHABILITATION INSTITUTE

Total Cost Estimate	Gross Sq Feet	State Funded O&M	Source of Funding
\$82.8 M	164,000	\$0	Donations and Bonding defeased by Clinical Revenues

The existing Rehabilitation Services facility is located in the School of Medicine Building 521. It is an accredited and certified rehabilitation hospital; however, it does not meet current State standards required for a new rehabilitation hospital which require at least double the existing space. Additionally, the existing facility is housed in a seismically challenged structure that is planned to be demolished. The new facility will provide a location to relocate and expand on existing services, as well as meet State regulations.

The existing 37-bed inpatient rehabilitation unit is operating at near 90% capacity. Statewide, the number of inpatient rehab unit stays has increased 14% since 2009 from 2,637 to 3,026. During that same period the number of inpatient rehab unit stays at the University's facility has grown 65%, from 476 to 785. The facility is at the upper limits of capacity and acuity of patients, and as a result, more community-level cases are

being referred to other institutions. A detailed market study is under way, but projections indicate that current demand for inpatient rehab services would support 60 additional beds by 2017, assuming no new sources of volume and no new marketing.

In addition to additional demand in the Wasatch Front market, recent outreach efforts throughout the intermountain west have been very successful in positioning the University of Utah Hospitals and Clinics as a regional referral center for high end specialty care. Rehabilitation services have not been part of outreach efforts or expanded local marketing because of capacity issues. The University would be a very attractive regional provider of rehabilitation services, particularly in spinal cord injury and traumatic brain injury. The rehabilitation program within the hospital enterprise is growing and needs additional space to expand its patient services. This facility will keep the department and its program in close proximity to the main hospital to better serve both the in-patient and out-patient populations.

This project is closely linked with two other projects: the Medical Education and Discovery (MED) Building that will replace the School of Medicine Building 521 and the Ambulatory and Administrative Building (AAB) that will serve to relocate various clinical and support services displaced by the demolition of Building 521. The MED project is currently in pre-programming. The next step for the Rehabilitation Hospital is to complete a feasibility study for the proposed location adjacent to the new MED building and move into programming as soon as possible.

The capital funding to be provided for the project consists of \$41.4 million of donor funding currently being negotiated and \$41.4 million of bonding to be defeased with clinical revenues. Ongoing O&M support will also be provided with clinical revenues.

UTAH STATE UNIVERSITY – CENTER FOR ENGINEERING & MANUFACTURING EXCELLENCE (USU EASTERN CAMPUS):

Total Cost Estimate	Gross Sq Feet	State Funded O&M	Source of Funding
\$15.0 M	55,000	\$471,640	Private donations

The proposed facility will bring together Career and Technical Education (CTE) instruction, energy and manufacturing research, and economic development to support current and future regional industry as well as promote industry-related community events and partnerships. The research spaces in one wing will foster collaboration between new energies sciences and associated industrial disciplines. The CTE spaces in the adjacent wing will be high-bay shops where industrial disciplines such as welding, machining, manufacturing, and CAD will be taught and applied. A multi-purpose space to bridge the two functions will encourage collaboration and innovation through meetings and events related to the needs of regional energy and manufacturing industry.

The project will strengthen the connection and interaction of USU's historic strength in research, the Eastern Campus' historic strength in CTE instructional programs, and regional partners in energy and manufacturing. This effective interaction will support current and future economic development opportunities and innovations, provide workforce training in advanced manufacturing and energy technologies, and create new opportunities in scientific research.

The facility also will enable the expansion of important CTE programs to meet new demand and provide

high-quality, safe facilities. The USU Eastern Campus Automotive and Welding programs have a high level of success with faculty and students have receiving national recognition and awards -- welding students have placed in the top three in international competitions for several years. The welding shop is currently at capacity and cannot support additional growth. With Carbon High School nearby, the center will serve both secondary and post-secondary students, allowing for appropriate collaborations between public education and higher education in service of workforce and economic development.

The \$15 million of capital funding for the project will be provided by private donations. Since the building will house core academic programs that promote workforce and economic development in the region, \$471,640 of ongoing state-appropriated funding support is requested for the O&M needs of the facility.

UTAH STATE UNIVERSITY – FINE ARTS COMPLEX ADDITION/RENOVATION:

Total Cost Estimate	Gross Sq Feet	State Funded O&M	Source of Funding
\$9,000,000	38,000	\$175,870	Donated Funds

The existing Fine Arts Complex consists of three buildings joined together: Fine Arts Visual, Fine Arts Center, and the Art Museum. The project will provide renovation of the acoustics and finishes within the Kent Concert Hall and new displays and finishes for the Tippetts Gallery. It will also include a 16,000 square foot addition for the Music Wing, and a new 5,000 square foot scenery shop adjacent to the Morgan Theater. These additions and renovations are necessary to serve the theater and music programs as well as the many diverse needs of the campus and community for classroom space and community functions. The project will not change any existing functions in a major way, but will create more space and efficiency for these programs.

The project will improve and upgrade obsolete and dysfunctional theatrical systems, improve functionality of the complex, and update finishes. The specific aspects are:

- Kent Concert Hall Renovation - The Kent Concert Hall is the second largest indoor assembly space on campus, seating 2,168 people and accommodating 400 on its stage. Capital improvement funding has been used for the performance venues to address fire and life safety issues and accessibility, but acoustical, functional, and aesthetic improvements are still badly needed.
- Tippets Gallery - The Tippets Gallery is in a prominent area at the intersection of the major venues and the main lobby. It will be reconfigured for better lighting, displays, and finishes.
- West Addition - The west addition will accommodate the needs of the Museum and Music Department, and will provide new administrative offices. The Music Department has no lounge or study area for students who now often overflow into hallways or vestibules. There are currently not enough practice rooms to meet the student demand. The new administrative offices are needed to accommodate the Deans suite and other faculty who are not currently housed within the complex due to lack of available space.

A new northwest entrance will create an inviting public presence for the facility as a whole, alleviating the now ambiguous and confusing entrance sequence through the interior courtyard. It will enhance the plaza between the Fine Arts Complex and the Performance Hall, and will create much needed indoor and outdoor spaces for public performances, activities, and functions.

Additionally, it will complete the redesign of the interior courtyard.

- Scene Shop - The new scene shop is needed to accommodate the theater program. Because there is not adequate space elsewhere in the facility, scenes currently are constructed on the stage of the Morgan Theater.

Capital funding for the project will be provided by private donations. \$175,870 of new state-appropriated O&M support is requested for the addition to the Fine Arts Complex, for which state-funded O&M support is currently provided.

UTAH STATE UNIVERSITY – ROMNEY STADIUM WEST-SIDE RENOVATION:

Total Cost Estimate	Gross Sq Feet	State Funded O&M	Source of Funding
\$23.0 M	50,650	0	Bonding defeased with gate receipts and Private Gifts

Design approval for this project, which consists of demolition of the old structure and construction of a new, expanded facility on the west side of the existing Romney Stadium, was approved by the Regents at their May 16, 2014 meeting. It will include new restrooms, concessions, lobby space and additional seating. The project will add 1100-1200 new club, loge, and premium skybox seats, and consist of multiple new levels above the existing stadium seats.

This request is to enable USU to move forward with construction of the project, including authorization to seek legislative approval for the required bonding.

No state appropriated funds are required for the planning and design, construction, or ongoing O&M support for this facility.

UTAH STATE UNIVERSITY – VALLEY VIEW RESIDENCE HALL REPLACEMENT:

Total Cost Estimate	Gross Sq Feet	State Funded O&M	Source of Funding
\$23.1 M	109,800	0	Bonding defeased with rental income

This project will replace the Valley View Residence Hall, an aging 368 bed high-rise residence hall that was built in 1966 on central campus, which will be demolished. The proposed new residence hall will replace the current number of beds and provide a 5% increase to accommodate future growth. The existing facility has many structural and code deficiencies, and is in need of major upgrades to systems including an elevator replacement. It is also traditional dormitory style housing, which is not desirable to the contemporary student body.

The new facility will provide suite/apartment style units to meet the current trends in housing demand. It will implement the first phase proposed by the Master Plan for housing replacement in the North Core District of central campus. The site for the new building is a parking lot that is a prime location within the core of

campus, adjacent to the existing building to be demolished, with convenient access to parking, recreation and dining services, with proximity to all utilities. The possibility of including underground parking is being evaluated.

Capital funding will come from bonding, which will be defeased by rental income. State-appropriated O&M support is not requested.

DIXIE STATE UNIVERSITY – 400 BED STUDENT HOUSING PROJECT:

Total Cost Estimate	Gross Sq Feet	State Funded O&M	Source of Funding
\$20.0 M	100,000	0	Bonding defeased with rental income and other auxiliary services income

The existing on-campus housing was built in 1968 and no longer meets the needs and expectations of current students. The brick and plaster construction of the facility is not conducive to more modern configuration and updating. It is scheduled to be demolished and replaced with a new student housing project.

Dixie State University's (DSU) enrollment has more than doubled over the past eight years. During this period of rapid student growth, private entities have provided housing to meet student demand. Currently, both private and campus housing is aging and in short supply. Student housing has been identified as a significant factor limiting the student growth of the institution. The proposed building will contain approximately 400 beds with several options of possible apartment style floor plans. It will also have study and recreation amenities expected by students. The design will match the existing architectural style of the campus and complement existing buildings.

In order to expedite provision of the high priority need, DSU is requesting Board approval to plan, design, and build this facility and to seek legislative authorization for the bonding that will be required to finance the project. The bond will be defeased with rental income and other auxiliary services. State-appropriated O&M support is not requested.

SALT LAKE COMMUNITY COLLEGE – SOUTH CITY CAMPUS STRENGTH & WELLNESS CENTER:

Total Cost Estimate	Gross Sq Feet	State Funded O&M	Source of Funding
\$3.9 M	11,575	0	Excess student fee revenue bond reserves

The Strength and Conditioning Center for the South City Campus and was demolished to provide space for the Center for Arts and Media which was completed just over a year ago. There currently is no space for the student body to access this type of activity.

The new facility will be an 11,575 gross square foot addition to the north side of the Main Building of the South City Campus with access through a small lobby. It will include an entry lobby and reception desk, exercise/weight room, multi-purpose instruction space, men’s and women’s restrooms with showers, two offices, storage, and lockers all on the main level. Spaces will be configured for greatest flexibility, organized to support the diversity of the Health and Lifetime Activities course work, and to provide indoor venues in the off hours for recreational and fitness programs. It will be serviced by the campus-wide utilities systems.

Capital funding for the project will be provided from excess reserves from the existing student fee revenue bond that will be paid off in 2016. State-appropriated O&M funds are not requested for the facility.

SALT LAKE COMMUNITY COLLEGE – JORDAN CAMPUS STUDENT CENTER:

Total Cost Estimate	Gross Sq Feet	State Funded O&M	Source of Funding
\$30.0 M	120,000	0	Bonding defeased with existing student fee revenue

This project will consist of a multi-level building with approximately 120,000 gross square feet of space on the Salt Lake Community College - Jordan Campus and will provide a central location for functions that currently are scattered throughout the 3 existing buildings on the Campus.

The program for the building has not progressed beyond a conceptual plan, but the facility is expected to be similar to an existing facility on the Taylorsville Redwood Campus. The students would like to have design and bonding approvals in place when they are able to re-bond using existing student fees for bond payments.

No state-appropriated funds will be needed for capital or ongoing O&M costs.

USHE 2015-16 LAND BANK PROPERTY REQUESTS SEPT. 8, 2014

DIXIE STATE UNIVERSITY – PURCHASE OF UNIVERSITY PLAZA COMPLEX

Purchase Price	Acres	Bldg. Square Feet	Proposed Use
\$3,000,000	2.0	30,000 gross square feet	Current and Future Use

This is an atypical land bank request in that the property in question was purchased by the Dixie State University Foundation in 2008. The property is comprised of a two acre parcel of land and four office buildings. It is adjacent to an existing DSU property that is proximate to the main campus (see the attached campus map). The buildings were initially rented out to commercial tenants, but over time the campus has taken occupancy of the space. The buildings are now used as classrooms and offices for academic departments including Developmental Education, Integrated Studies and Criminal Justice.

This request is for funding to purchase the land and buildings from the Foundation. While the property is currently utilized by DSU as part of the campus, it requires payment of rent to the Foundation by the academic programs. Purchase of the property from the Foundation will eliminate the cost of the required rent payments and will enable the Foundation to purchase other properties adjacent to campus as they become available.

The purchase price of \$3,000,000 is the projected balance owing on the property assuming funding for its purchase is approved by the 2015 legislature. The original purchase price paid by the foundation for the property in 2008 was \$4,155,000.



EXISTING DIXIE STATE UNIVERSITY
CAMPUS SHOWING PROPOSED EXPANSION
AND PROPOSED LAND AQUISITION